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ABSTRACT

Franklin College and Institute for European Studies is a small two-year liberal arts college in Switzerland dedicated to "the education of a new kind of international citizen for the last quarter of the 20th century." Accordingly, it is designed to spark interest in and concern for the contemporary scene in Europe so that American college age students, living and working with an international faculty, can make personal judgments on the political, social, economic, and cultural issues which affect them. Leading towards an Associate in Arts degree, courses are designed to meet transfer and admission requirements of U.S. colleges and universities. This self-evaluation report proposes to present an accurate account of the college, its philosophy, educational programs, and aspirations for the future. It provides descriptions of the academic program (curriculum, curriculum development, academic travel program, and co-curricular activities), students and student life (admissions, counseling, services, athletics and extra-curricular activities, and the student association), faculty and teaching, physical plant and facilities, college organization and administration, finances, and the continuing system of college and program evaluation. (Author/DC)

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SELF-EVALUATION REPORT
FOR THE
MIDDLE STATES ASSOCIATION
OF
COLLEGES AND SECONDARY SCHOOLS
1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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FRANKLIN COLLEGE
LUGANO, SWITZERLAND

JC 760 041

PREFACE

Franklin College's self-evaluation actually began in 1972 with the preparation of materials for the Delaware Department of Education. Since that time, it has been an on-going effort which has involved every faculty member and a major portion of the students at Franklin College as well. The Self-Study Committee, appointed by the President, developed the Sub-Committees and appointed Chairmen. The Sub-Committee themselves selected additional members from the College community to assist in the report's preparation. Additional members were selected on the basis of their interest and ability in the area to be studied.

The individual chapters of the self-evaluation report were written by the Chairman and members of the Sub-Committees involved. Except for minor style editing by the Chairman of the Self-Study Committee, each chapter has been kept basically intact and reflects not only the findings of Sub-Committee members themselves but also the findings of the entire Self-Study Committee and the institution as a whole. It is felt that the foregoing proceedure has resulted in an accurate account of Franklin College, its philosophy, educational programs, and aspirations for the future.

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Mr. Christopher Scholz	Student
Mr. Malcolm F. Scott	College Counselor

CHAPTER I

PURPOSES AND OBJECTIVES

Franklin College and Institute for European Studies represents in the world of education the extension of a political idea reaching back two centuries. In the early days of the American republic, men of vision like Benjamin Franklin were fostering a foreign policy by forging strong links to Europe, often working in face of isolationist opposition. Through the nineteenth century and down to the present, as a legacy of Franklin's work, the close bond which has united the United States to Europe remains the cornerstone on which the heritage and values of Western Civilization stand.

Today, in a rapidly changing world, the need to recognize and strengthen such common bonds is as strong as ever. The communications revolution coupled with global ideological and economic divisions argue for a community of interests and responsibility on both sides of the Atlantic. At a time when Europe is undergoing vast economic, political and social changes, with repercussions reaching all continents, the case for an informed assessment becomes all the more imperative. It is therefore the task of Franklin College to spark interest in and concern for the contemporary scene in Europe so that American college age students, living and working with an international faculty, can make personal judgements on the political, social, economic and cultural issues, which affect them.

Accordingly, the purposes of Franklin College are to provide:

1. A two-year liberal arts program with offerings focused on the European and Mediterranean context. Leading towards an Associate in Arts degree, courses are designed to meet transfer and admission requirements of U.S. colleges and universities.
2. An international faculty body selected with preference from among European and Mediterranean countries. They are appointed on the basis of their academic competence, their practical knowledge of specific European countries, their ability to teach in English and to use personalized teaching methods of dialogue and discussion. They are further chosen in terms of their ability to relate easily with students in the many extracurricular activities which form an integral part of the Franklin experience.
3. A two-week academic travel program each semester. Under faculty leadership, students travel in small groups, following an itinerary of scheduled events, which complements material covered in the classroom. This learning-through-seeing constitutes an essential part of Franklin's educational process.
4. A special direction for the student's social and cultural life. An intensive extracurricular program makes fullest use of the college's central location in Europe.
5. A residence arrangement which encourages maximum exposure to the day-to-day realities of the local Swiss-Italian community. The college assists students in finding appropriate housing and acts as intermediary between students and landlords throughout the academic year.

To implement the above stated purposes, Franklin College dedicates itself to the following objectives:

1. To assist each student in achieving a humanistic

education which is open to the multiple expressions of the human intellect, particularly in their European and Mediterranean contexts.

2. To further the growth of the student through immersion in a totally different social and cultural environment. Studying, travelling and living with an international faculty and student body, located at a great distance from home, the student's culture shock is channelled into a constructive questioning and development of his personal and national identity.
3. To equip the student with solid tools of inquiry and judgement allowing him to make his own meaningful contribution to contemporary society.
4. To instill an awareness of and commitment to the international dimension of human existence. To foster a cultural sensitivity, enabling the student to understand people from different national cultures and helping him to live responsibly as a world citizen.

These are the hallmarks of the Franklin liberal arts program and the catapult toward fulfilling our mission - the education of a new kind of international citizen for the last quarter of the 20th century.

CHAPTER II

ACADEMIC PROGRAM

INTRODUCTION

The educational offerings of Franklin College must be understood in terms of the institution's location in the heart of Europe. Located just south of the Alps, Lugano offers easy access to the three major geographical and cultural areas around which the College curricular and travel offerings revolve:

1) The North-West: in the direction of Germany, Belgium, England and France, focal point of current moves towards European Integration.
2) The North-East: in the direction of Czechoslovakia, Austria, Hungary and the U.S.S.R., an area traditionally divided between Europe and Asia.
3) The South and South West: in the direction of Italy, Tunisia, Yugoslavia, Greece, Turkey, the entire Mediterranean basin, with its European, Balkan and Arab components.

The geographic location of the College places it in an ideal position for the study of the historical, cultural, and contemporary development of all aspects of European and Mediterranean Civilization.

CURRICULUM

The College's curriculum represents a pool of academic resources from which the specific programs draw their courses and requirements. The College's objective of providing a "humanistic education" is reflected in a balanced curriculum which lays equal emphasis on five areas of studies in the departments of Social Sciences, Civilization, Languages, Literature, and Art. In the area of Mathematics and Sciences, token offerings are provided. The College has concentrated in the fields which offer a natural bridge to the institution's multi-cultural environment. From a financial point of view, it is believed to be wiser not to enter the field of Science, with its innate needs for sophisticated and costly laboratory equipment. The token offerings in Mathematics and Science consist mainly of tutorial courses provided at extra cost. These tutorials are designed according to the individual needs of the student who frequently is taking them to meet specific transfer requirements.

The following enrollment statistics show that students normally spread their course registrations evenly over the five major areas of study which comprise the curriculum.

STUDENT ENROLLMENT PER AREA OF STUDY

	1970-71	1971-72	1972-73	1973-74
Social Science	18%	18%	22%	23%
Civilization	24%	20%	19%	18%
Language	20%	23%	20%	19%
Literature	18%	11%	13%	17%
Art	20%	28%	26%	23%

DEPARTMENTS

The Social Science Department

One of the objectives of the College is to instill an understanding and appreciation of political and economic realities of the international community in order that students may become more effective world citizens in their later careers. Obviously, the immediate realization of this goal depends on the strengths of the Social Science program.

In addition to basic and introductory courses in political science, sociology, and economics, which have constituted the backbone of the social science program since the first year of operation, an extensive curriculum of more advanced and specialized courses has been developed. The principal guidelines for this growth have been, on the one hand, to meet the transfer needs of potential social science majors in solid core courses in the various areas, and, on the other hand, to offer courses that maximize the advantages of the students' physical presence in Europe. Hence, there has been an obvious emphasis on International and European political and economic studies (courses on international politics, international economics, European integration, comparative European politics, comparative economic systems, etc.) These areas also harmonize very well with the academic travel program and benefit most from it. The exchange program with Claremont Men's College and the subsequent influx of sophomores and juniors with good backgrounds in economics and political science have encouraged the development of more advanced-level courses, from which regularly enrolled students equally benefit.

Notwithstanding the institution's recent shift from a phase of rapid expansion to one of consolidation, the College can still boast a social science program with a generally strong foundation, well-balanced, and well-adapted to the special needs and interests of all students. Present weaknesses in the social science area are manifested in the temporary lack of course offerings in the areas of psychology and anthropology. The faculty itself is continuously considering improvements in the curriculum: new courses that should or could be offered, old courses that should be re-organized, or general re-structuring to make better use of available faculty resources. Department members feel that they have not taken full advantage of the opportunities available for organizing inter-disciplinary courses and short-distance, course-related travel possibilities, but several initiatives are presently being developed in this direction. In the latter case, a major obstacle has been the weakness of the dollar and the resultant student sensitivity to the expense of extra travel.

When the economic situation permits Franklin to move again from the present policy of stabilization and consolidation to one of gradual and planned growth, priorities will be established for expansion into areas such as comparative urban and rural studies, public finance, Soviet affairs, and more inter-disciplinary studies in general. Students have expressed a specific desire to have more courses dealing with Switzerland, in order to understand better the history and political life of their host country. The Business Studies area which, due in part to the nature of the student body (many Franklin parents are engaged in business) and the location (Lugano is an important financial center) has been very successful. It should be expanded in the future and established as an independent program. The College is also considering the elaboration of a special program for students from the Middle East with special interests in the field of business studies.

While the number of courses has doubled during four years of operation, average class enrollment has remained relatively constant as indicated by the following chart.

SOCIAL SCIENCE ENROLLMENT

	Academic Year	Total Enrolled	No. of Sem. Courses	Average No. of Students per course
Pol. Phil. Pol. Sci. Int. Rel.	70-71	59	4	14.7
	71-72	52	4	13
	72-73	85	6	14.1
	73-74	117	13	9
Economics	70-71	42	6	7
	71-72	47	6	7.8
	72-73	53	6	8.6
	73-74	46	6	7.6
Business	70-71	-	-	-
	71-72	8	1	8
	72-73	24	2	12
	73-74	29	3	9.6
Sociology (incl. Soc. Anthrop.)	70-71	33	2	16.5
	71-72	61	3	20.3
	72-73	54	3	18
	73-74	63	2	31.5
Psychology	70-71	-	-	-
	71-72	-	-	-
	72-73	28	2	14
	73-74	-	-	-
Ecology	70-71	-	-	-
	71-72	6	1	6
	72-73	35	2	17.5
	73-74	-	-	-
Mass Media Film	70-71	5	1	5
	71-72	11	2	5.5
	72-73	42	3	14
	73-74	33	4	8.25
Totals	70-71	139	13	10.6
	71-72	185	17	10.8
	72-73	321	24	13.3
	73-74	288	28	10.2

The Civilization Department

Whereas the Social Science Department is, by nature, more geared to contemporary international concerns, the Civilization Department sees its task mostly as an effort to deepen a student's understanding of the historical context of the Euro-Mediterranean world. With the possible exception of the Philosophy courses, most civilization courses offer ideal links with the academic travel program.

Emphasis within the Department has been on survey courses (Europe, Mediterranean, Russian, Islamic, Civilizations, and Philosophy - political, metaphysical, religious). Apart from these, courses are occasionally offered which consider individual countries in depth, e.g., Germany, Italy, France, Switzerland, or more specialized fields, e.g., Existentialism, 19th Century Europe, Mysticism.

The educational advantage of teaching such courses lies in the geographic proximity in which they are given. This is heightened by the fact that members of the Department all have European or Mediterranean backgrounds. It is this personal dimension which helps members of the Department to transcend the formal strictures of classroom teaching and meet students on an informal, yet instructive basis, outside the classroom, while traveling or at home.

Weaknesses in the Department have been identified. More inter-disciplinary co-operation is definitely needed. It should be the special role of the Civilization Department to draw upon and integrate other disciplines. While the Department has done this to some degree (e.g., History of the Italian Renaissance in conjunction with Italian Art, and African Seminar in conjunction with African Literature), it has not explored many of the possibilities of other inter-disciplinary co-ordination. Specialized courses could be offered, for example, in Social Ethics, where questions such as starvation, over-population, political corruption and war, could be discussed in conjunction with the Departments of Economics and Political Science. The Philosophy program has been confined to only a survey course and should be expanded to meet the interest of a broader range of students.

Consequently, the following recommendations have been received from individual members within the Department.

1) That the present Medieval and Renaissance Europe and Europe from the Reformation to the French Revolution be made into a wider survey course which would cover early Europe up to the Reformation in the first semester, and from the Reformation up to 1945 in the second semester. The reason given is that survey courses have always been popular at the College and need is felt for a course devoted to a general history of Europe.

2) That, in addition to the above survey course, four specialized courses be offered, possibly in alternate years, in Medieval Europe, Renaissance Europe, 19th Century Europe, 20th Century Europe. There is need to balance the survey course and draw upon other departments, e.g. the Art Department in conjunction with the Renaissance course.

3) That a course be introduced on the Middle East in World Affairs. Growing interest in the Middle East and the availability of an Egyptian professor

to teach such a course, linked with the expected growing numbers of students from that part of the world in our student body, make the inclusion of such a course advisable.

The following chart indicates enrollment statistics for courses in the Civilization Department and tends to confirm the need for adding the additional courses mentioned above.

CIVILIZATION ENROLLMENT

	Academic Year	Total Enrolled	No. of Sem. Courses	Average No. of Students per course
Philosophy	70-71	32	2	16
	71-72	47	2	23.5
	72-73	54	3	18
	73-74	33	2	16.5
Civilization	70-71	130	6	21.6
	71-72	128	9	14.2
	72-73	184	13	14.1
	73-74	174	10	17.4
Religion	70-71	24	2	12
	71-72	29	2	14.5
	72-73	27	2	13.5
	73-74	13	2	6.5
Totals	70-71	186	10	18.6
	71-72	204	13	15.6
	72-73	265	18	14.7
	73-74	220	14	15.7

The Language Department

An international program such as Franklin's requires solid emphasis on languages. French, German and Italian are presently being taught at the College. They provide the basic tools for understanding and communicating in the tri-lingual area of Lugano. The various academic and weekend field trips extend practical usage of the languages taught in the class room. Until the 1972-73 academic year, students were required to take one language. This led to frequent cases of lack of motivation on the part of students and dissatisfaction on the part of the language instructors. This policy was subsequently changed. Fortunately, the following statistics show that the abolition of the language requirement did not lead to a major drop in language course enrollments. In 1974, Literature and Languages were placed in the same area for the A.A. degree requirement. This latter decision gave increased importance to the Language Department.

The major strength of the Department lies in its policy of recruiting language teachers from the native country. The German teacher comes from Berlin, the Italian teacher from Florence, and the French teacher from Paris. All of them have been teaching for a long period of time, not only students from their own countries, but also American students. These teachers have maintained strong relationships in their native countries which facilitate and enhance academic trips and cultural weekend excursions. Being familiar with one of the three languages spoken in Lugano, will considerably help any American student towards integration in the local community.

The major weakness encountered in language courses is often a disconcerting low level of preparation, either in the background of a given language or in the fundamentals of English. Without any doubt, the creation of a Freshman English course would be a positive addition to the Franklin curriculum. Another weakness is the reluctance of some students to make the necessary effort to mingle with the local community. This year, many efforts are being made by the College to remedy this situation. Meetings aimed at gathering students from the two communities are taking place through the sponsoring of cross-cultural films, sports, joint language courses, and various other social activities. The Language Department would like to encourage more students to stay in Europe over the summer months to practice their languages. The Department also feels that possibilities ought to be explored to have students spend vacations with native families in selected European countries.

The following statistical information regarding enrollment in this Department shows that the fourth language, Spanish, which was offered during the first three years of operation was cancelled due to insufficient student interest. The sudden drop and subsequent increase of enrollment in Italian, for the academic year 1973-74, was due to poor teaching offered by the instructor replacing Dr. Vera Bini during that year. Dr. Bini has since returned to the College.

It is important to note that the number of courses referred to on the chart do not reflect the number of different sections which are frequently organized under one given course heading. Italian I and German I often require three sections to accommodate students in reasonably small classes. This is in keeping with the institution's desire to provide small classes and a personalized teaching experience.

LANGUAGE ENROLLMENT

	Academic Year	Total Enrolled	No. of Sem. Courses	Average No. of Students per course
Italian	70-71	72	6	12
	71-72	106	9	11.7
	72-73	123	7	17.5
	73-74	76	6	12.6
French	70-71	67	8	8.3
	71-72	91	10	9.1
	72-73	97	9	10.7
	73-74	72	8	9
German	70-71	9	2	4.5
	71-72	20	4	5
	72-73	53	4	13.2
	73-74	82	6	13.6
Spanish	70-71	6	4	1.5
	71-72	21	5	4.2
	72-73	12	3	4
	73-74	-	-	-
		-	-	-
Totals	70-71	154	20	7.7
	71-72	238	28	8.5
	72-73	285	20	14.2
	73-74	230	20	11.5

The Literature Department

In accordance with the College's stated concern for the contemporary scene in Europe, over half of the offerings in the Literature Department are devoted to writing in continental European countries, and nearly all of these focus on the 20th century. Virtually all courses concentrate on "the writing itself" as opposed to surveys or other secondary material. Since the founding of the College, the offerings in literature have increased from six to eighteen semester courses, and the staff has been enlarged from one full- and one part-time instructor to two full and three part-time instructors. At its present size, the Department is comfortably able to accommodate the students' demands for literature courses and presently plans no further expansion within the present enrollment situation.

With five faculty members in the Department, a wide variety of age, specialities, and teaching approaches are represented. Because of the heavy concentration on modern European literature, members of the staff have consulted very closely to avoid duplication of works studied in our courses; this consultation has afforded each member an overview of the whole literature program and awareness of what is going on in other courses. Offerings also indicate an innovative spirit and willingness to respond to the cultural interests of the present-day student.

The recent addition of the first literature correlated travel program to Wales and England, with a strong program of visits with poets, authors and playwrights, has greatly strengthened the Department. A great deal more could be done in the area of shorter excursions and weekend travel. Within the Department there is good co-operation on such extra-curricular projects as the literary magazine, poetry readings, and drama presentations.

Need is seen for more self-study and policy discussion within the Department, specifically on such pressing subjects as the question of "Basic English" and the distribution of funds for library acquisitions now that literature offerings are somewhat stabilized. It is felt that the Department could become more closely related to other departments' courses through a greater inter-departmental effort to synchronize study topics, exchange and share teachers, etc.

In the spring of 1974, the area requirement in Literature was adjusted to read "Languages and Literature" to give students greater flexibility. It will be interesting to see whether this alteration makes any noticeable difference in class sizes over the next several semesters, or in the general enthusiasm of the students who do enroll in literature classes. Probably the biggest question presently facing the Department is that of a Freshman English requirement. The faculty at large feels the need of some program to improve the general level of student writing, and our admission of students in need of remedial work in the English language adds another facet to the problem. The entire question will be opened for discussion soon so the Department and the Curriculum Committee can consider proposals with the hope of beginning a trial program in the fall of 1975.

LITERATURE ENROLLMENT

	Academic Year	Total Enrolled	No. of Sem. Courses	Average No. of Students per course
Excl. indep. Lit. studies and Lit. Tutorials	70-71	138	10	13.8
	71-72	111	8	13.8
	72-73	180	13	13.8
	73-74	217	14	15.5

The Art Department

To study Art is to seek an understanding of the creative urge in man and to analyze his response to this urge as an expression of a civilization's or an individual's "sense of life". Art thus becomes a fundamental element of the humanistic education the College sets out to provide.

Since the inception of the College, the Art Department has chosen to avoid both overly superficial surveys and excessive specialization, in order to present detailed surveys of key areas that can be dealt with meaningfully in either one or two semesters. Arts of Ancient Greece and Arts of the Italian Renaissance are examples of such detailed surveys. Bearing in mind the geographic location of the College, this approach has had the added advantage of providing ideal correlation between course work and academic travel. The course in Arts of Ancient Greece travels to Greece and Turkey, and the course in Arts of Italian Renaissance travels to Florence and Rome.

From 1971 to 1974, the number of credit-courses offered by the Art Department has fluctuated around 35. During the 1974-75 academic year, 28 semester credit-courses are being offered. This fairly sharp decrease from 1973-74 was brought about by a cut in Music courses, largely due to lack of interest, a re-classification of certain courses under different area-headings, and a teaching of certain courses on an alternating basis. The effect has been one of reducing the Department to a size commensurate with student interest and College admissions projections for the next few years. Concentration on improving the quality and content of the remaining courses has also been a result of the cut in Music courses.

The Art Department consists of two full-time European faculty and three part-time faculty (one European and two American). In addition, the President teaches one semester of Drama, and the Administrative Dean teaches two semester film courses. These film courses are equally qualified to be included as part of the Social Science curriculum.

The strength of the Department lies in the virtually ideal conditions for correlating course work and academic travel and by having each full-time faculty member be an experienced "European Art Traveller" who heads up two trips a year for his courses. The Art Department's major problem, particularly for Studio Arts, is the fact that many students come to the College for a year or even a semester, which allows little time for an unusual approach to the subject to be grasped and fully appreciated by the students involved.

In order to correct current weaknesses and in keeping with the general Curriculum Policy of decompartmentalization, the Art Department is striving towards the following objectives.

1) A more effective correlating between Art courses and related courses, e.g., 20th Century Painting and 20th Century Literature.

2) The creation of courses with applicability to more than one area, for example, Arts of the Italian Renaissance could become Italian Renaissance Art

and Civilization, which would combine the areas of Art and Civilization.

3) A fusion of theory and practice by means of a closer correlation between Art History, Art Theory, and Stuido Arts, as a general investigation into the nature of creativity.

The above objectives might stimulate enrollment in Art courses which has declined somewhat since the 1972-73 academic year, as indicated in the following chart.

ART ENROLLMENT

	Academic Year	Total Enrolled	No. of Sem. Courses	Average No. of Students per course
Art History and Theory	70-71	59	6	9.8
	71-72	136	11	12.3
	72-73	135	10	13.5
	73-74	142	11	12.9
Hist. of Music	70-71	18	1	18
Music Theory	71-72	76	11	6.9
Chorus	72-73	94	11	8.5
Mus. Tutorials	73-74	68	12	5.6
Studio Arts	70-71	84	7	12
Drama	71-72	77	9	8.5
Photography	72-73	136	16	8.5
Film Prod. (excl. indep. art studies)	73-74	76	13	5.8
Totals	70-71	161	14	11.5
	71-72	289	31	9.3
	72-73	365	37	9.8
	73-74	286	36	7.9

DEVELOPMENT OF THE CURRICULUM

From the various descriptions of each Department, the following points can be projected in terms of the future development of the curriculum.

1) As an almost common denominator of departmental weaknesses, the need has been identified for more inter-disciplinary courses and activities. A small College such as this one should have no major obstacles towards realizing this goal, yet the few attempts made in the past were not successful. This was largely due to a lack of close co-ordination between individual faculty members. In the future, the Academic Dean will play a vital role in assiting Departments and faculty members in co-ordinating and supervising inter-disciplinary courses, possibly taking them on himself if they happen to relate to his academic fields of specialization.

2) Since the 1974-75 academic year, independent study courses have become a more integrated and better supervised part of the program. The Art Department has led the way in this direction. The A.A. Degree program with the major in Fine Arts or Art History, has now made it a degree requirement for a student to gain 6 credits in such independent course projects. Along with the Tutorial courses, the Dean's office is exercising closer supervision of independent instruction methods, in order to assure that the grades received by students were duly earned, both in

terms of effort input and educational results. Tutorial and Independent projects are now outlined at the beginning of each semester, as regular courses are, and files are kept in the Academic Office.

3) Although a majority of courses are already offered on a semester basis, the need is felt to make further attempts to clearly divide still existing year courses into distinct semester units. High degrees of student mobility and the growing number of second semester entering students, will make this "semesterization" more imperative in the future.

4) Possibly, the most complicated problem facing curriculum planning lies in the greatly diversified ability of the entering students. The issue became most urgent in the spring of 1972-73 when the first group of students from Claremont Men's College arrived at Franklin, under the Association Agreement with this California based, highly selective institution. The College has tried to solve the problem by organizing courses on different levels of difficulty. After timid beginnings in 1972-73, this sytem was solidified during the last two academic years and currently operates as follows.

a) 100 level courses are open to all students.

b) 200 level courses are intended for more advanced students (primarily sophomores and juniors, enrolling in the IES program on a "semester abroad" basis). These courses are defined in one of the following ways:

i: they have certain prerequisite courses attached ii: they are taught along seminar lines, whence the degree of student participation and research capabilities imply careful selection by the instructor.

iii: they involve heavier reading and work loads than the average 100 level course, and offer advance standing for transfer purposes.

c) Courses which are basically of 100 level but which may be upgraded to 200 on an individual basis. In conjunction with the instructor, the more advanced student sets himself to an additional reading or work load, which will be evaluated through a number of individual conferences, or, in the case of Studio Art courses, the producing of an extra portfolio.

d) 300 level courses are independent study projects where the degree of student participation, reading and research assignments, are carefully monitored by the instructor sponsoring the project.

Although the 200 level courses were initiated mostly with Claremont Men's College students in mind, a course registration analysis shows that 29% of all CMC enrollments went into 200 level courses during the 1973-74 academic year. As far as the total student body is concerned, only 17% registered for 200 level courses, which accounted for 36% of all course offerings, as the following chart summarizes.

200 LEVEL ENROLLMENT CHART 1973-1974

Total Semester Courses	Total 200 Level Courses	Total Enrollment in all Courses	Enrollment in 200 level Courses
112	40 (36%)*	1241	212 (17%)

*Note that as per the description of 200 level courses, this figure also includes all language courses beyond the beginners level.

This picture suggests a possible over-emphasis on higher level courses catering to advanced students. In the current academic year, a larger number of introductory courses, particularly in the field of Social Science, were found to be more fully enrolled. The Curriculum Committee is presently reviewing the place 200 level courses should take within the curriculum at large.

5) Study of the Claremont Men's College enrollment by department shows that, as our agreement with Claremont had projected, their students do indeed show a preference for the Social Sciences to the extent that an average of 37% of their registrations fall within that department, as the chart below demonstrates.

CMC ENROLLMENT CHART PER DEPARTMENT

Social Sciences	Civilization	Languages	Literature	Art
37%	18%	18%	9.5%	17.5%

(based on four groups Spring 1973 through Fall 1974)

PROGRAMS

The Associate in Arts Program

The core of the academic offerings at the College is centered around a two-year, liberal arts program, leading to an Associate in Arts Degree. While focusing as much as possible on the European-Mediterranean context, a student's course load is designed to meet general transfer and admissions requirements of colleges and universities in the United States.

The Associate in Arts Program aims to provide a well-balanced humanistic education taken from the five areas of study described in this chapter. The Associate in Arts degree is granted upon successful completion of 60 credits with a cumulative grade point average of no less than 2.0. A minimum of 30 credits must be taken while studying at the College. The following credit requirements must be fulfilled:

Social Sciences	6 credits
Civilization	6 "
Art History, Theory & Music	6 "
Literature & Languages	6 "

While preventing excessive specialization, these requirements, accounting for only 24 out of 60 credits, allow the student considerable freedom of choice in planning his course offerings during any given semester.

Individual counseling sessions are held at the beginning of each semester, with the Academic Dean and faculty members from each area, in order to assure that: courses suit individual student needs and talents; individual course loads are sufficiently structured around a given core; courses provide a natural extension into one of the travel options offered during the semester.

Through the flexibility of its requirements and wide range of course choices, the A.A.program undoubtedly provides the clearest projection of the "Franklin Experience", particularly for students who remain at the College for four semesters. The growing familiarity with European ways of living and learning, the close working relationship with faculty members from the various academic fields, coupled with intensive exposure gained throughout the academic travel periods, and the small personalized style of the College, all should add up towards the forming of more humanistically educated world citizens.

Over the past four years, the number of students who have successfully transferred from this program into four-year educational institutions in the United States is further testimony to the belief that this international program fills a real need in the new world of mobile education.

A.A. DEGREE CHART

	1970-71	1971-72	1972-73	1973-74
Total sophomore class at the end of the academic year	26	34	34	58
Total A.A. degrees granted	26	15	29	47*
Did not receive degree for failure to reach GPA of 2.0	-	3	-	6
Did not fulfill other degree requirements (area requirements or lack of total credits)	-	6	1	6

* See section on Academic Counseling for further explanation

The A.A. Program with Major in Fine Arts

The geographical location of the College in relation to Europe's and the Mediterranean's major art centers, naturally implies a strong emphasis on the arts in the College's curriculum. A large number of courses in the field of Art History, Studio Arts, Music and Foundation Studies, closely interwoven with a number of travel offerings, have traditionally made up a large part of the overall Franklin "learning-through-seeing" experience. The idea of eventually providing the opportunity for students to aim for a major in Fine Arts was a consequence of geographical location, high student interest and overwhelming possibilities for visual aids and travel.

In line with the humanistic educational goals of the College, special attention is paid to the exact weighting of credit requirements for the A.A. Fine Arts diploma, in an effort to avoid excessive specialization and excessive exposure to the relatively small number of art faculty available. From the academic year 1974-75 onwards, the following area requirements will apply to the total of 60 credits needed for this diploma.

a) For the major in Art History

12 credits in Art History, or Theory
6 credits in independent course of study with faculty advisor (required for sophomores and open to sophomores only)
6 credits in the area of Studio Arts
6 credits in the area of Civilization
6 credits in the area of Literature

b) For the major in Studio Arts

6 credits in Foundation drawing course (required for freshmen)
6 credits in independent course of study with faculty advisor (required for sophomores and open to sophomores only)
12 credits in Art History, or Theory, or Studio Arts
6 credits in the area of Civilization
6 credits in the area of Literature

Credit requirements may be adjusted according to Art credits taken elsewhere; however, a minimum of 30 credits must be taken at Franklin. In either one of the two Fine Arts options, a student must obtain 36 credits out of the 60 required from specific areas, leaving him enough flexibility to suit his course load to personal talents and interests through the remaining 24 credits. The importance of pre-registration counseling interviews must be mentioned in this respect, as is the wide range of opportunities to pursue independent courses of study under faculty advisors. The relatively small number of students (10% of student body) who yearly enroll in this program, further allows for intensive personalization of the educational process.

The specific objective of this program consists in the development of creative potential as part of a larger humanistic formation, making fullest use of the artistic resources available in the institution's European and Mediterranean platform. This program is geared to students who wish to enter or transfer to either:

a) A professional art college or institute to continue a program of study in the Studio Art field leading to a Bachelor of Fine Arts degree, or

b) A university or college to continue a program of study in the field of Art History (with particular emphasis on European Art History), leading to the Bachelor of Arts degree.

Initiated in 1972-73, this program is graduating its first students in May 1975. Hence, no follow-up on academic success or attitudinal effectiveness has been possible at the date of writing.

The Institute for European Studies Program

Whereas the previous two programs are primarily geared to students intending to remain for two years at the College, the I.E.S. program provides a niche for either the secondary school graduate who wants additional time before entering college, or the student who wants a year or a semester in Europe during his educational career at another institution.

The I.E.S. Program on a One-Year Basis

Ideally, I.E.S. students remain at Franklin for two semesters. With contemporary European affairs as the common denominator for their studies, they select relevent courses from the common pool of the curriculum, in consultation with the Academic Dean.

Unlike his colleagues in both A.A. programs, the I.E.S. student enrolls for a minimum of four courses per semester, or the equivalent of 12 credit hours, so as to allow him to partake as fully as possible in the intensive co-curricular part of the course work.

I.E.S. students must take at least one of the two basic courses offered annually in the area of European Integration: Towards a United Europe (100 level), or European Integration Seminar (200 level).

Upon successful completion within the year of 24 credit hours in the field of European Affairs with a 2.0 average, students receive the "Diploma of European Studies".

Students enrolling in the I.E.S. for one year are of two general types:

1) The highly qualified high school graduate who has already been accepted at the U.S. university of his choice, but who, for a variety of reasons, wishes to postpone his entrance and give himself a breathing time geared to "widen his horizons".

2) The high school graduate who is, as yet, undecided about embarking on a full college career and wishes to provide himself with an unusual, exciting and generally lighter college-level program, designed to "make him find himself" academically as well as personally.

The number of the second type of student has tended to diminish over the last few years as requirements for the Diploma of European Studies were more clearly defined and upgraded from the previous "Certificate of Attendance". The "undecided" type of student indeed now finds a wider range of options in the general A.A. program, where there is no explicit focus on contemporary European affairs.

After the one-year Institute program, I.E.S. students may either decide to enter an American college or university or elect to return to Franklin for a sophomore year in the A.A. program. A student returning for a second year is naturally obliged to make up the requirements for the A.A. degree, something which normally does not present any major problem. Over the past four years, some I.E.S. students have successfully transferred credits to U.S. institutions. In all cases, credit acceptance was dependent on the academic achievement of the individual and the requirements of the institution to which he applied.

CHART OF I.E.S. DIPLOMAS GRANTED

	1970-71	1971-72	1972-73	1973-74
Total students enrolled on a year basis	21	18	15	6
Total diplomas received	6	16	12	6

Note: the gaps are due to the fact that many I.E.S. students decide to remain at Franklin for a second (sophomore) year, in which case they do not normally receive an I.E.S. diploma, unless specifically requested.

The I.E.S. Program as a "Semester Abroad"

Answering a widening need in U.S. undergraduate education for more mobility and more genuine international exposure, Franklin has recently become a growing basis for "semester abroad" studies. The students have come either under the formal agreement made with Claremont Men's College, or they have come individually from such institutions as the University of Pennsylvania, the University of Colorado, the University of California, Colgate University, Middlebury College. No formal certificate or diploma is sought by the student and course loads are determined entirely by the home institution and the individual interests of the student himself. Often, specific courses are selected in advance with the dean and instructors to meet specific requirements of the home institutions. In any event, Franklin plays a secondary role in the determination of actual course choice, and instead tries to satisfy, as fully as possible, the academic needs of these higher level students.

ACADEMIC TRAVEL PROGRAM

A cornerstone of the College's educational philosophy is the complete combination of the class experience and the multi-national environment. This "Classroom Europe" notion involves closest possible correlation between cognitive inquiries and the experience of living inanother culture. Intensive working relationships with an international faculty, coupled with living arrangements designed to provide optimum exposure to the local tri-lingual community, and a well-filled agenda of visits and excursions in the immediate vicinity of southern Switzerland and northern Italy, are all part of a conscious attempt to exploit the College's unique geographical position in the heart of Europe.

Two Week Academic Travel

For two weeks each semester, the College also uses its Swiss base as a catapult to explore more distant corners of the European and Mediterranean map. During these two weeks, the personal confrontation of learning and seeing assumes very high significance. The following features stand out in this Academic Travel Program.

Eight to ten different itineraries are normally offered each semester. Each itinerary is prepared by one or two faculty members, in terms of the areas visited and the actual on-the-spot agenda of meetings, interviews, factory visits, cultural explorations, etc. Since the faculty leading the trip is in all cases either a national of the country to be visited or closely familiar with it, the itinerary includes activities normally not open to the average traveller. The Academic Dean supervises the academic content of the itinerary, prior to including it into the program. The Administrative Dean oversees the financial aspects of the trip. As for the logistics of transportation and accommodation, the services of regular travel agencies are used.

A student will make his choice between the many trip offerings in relation to the course of his major academic interest, so that his travel may fully enhance the academic perspective, and offer solid possibilities for the writing of a "Travel Paper".

The size of travel groups may vary between five and twenty-five students. This small travel unit allows both for intensive on-campus preparation (briefings, films, individual conferences about travel papers, readings...) and close contact and co-operation with students during the trip.

Travel offerings may be of a general cultural scope and allow for participation of students from various disciplines, or they may be of a more specialized nature and appeal exclusively to students of specific fields of study (Economics, Studio Arts, Music, etc.).

For the successful implementation of the Academic Travel Program, the College draws from a stock of experience which administrators and faculty carried over from predecessor institutions (Fleming College and the American School in Switzerland). Subsequently, significant changes took place to amplify the academic content of the program and to link offerings more closely to courses. The currently operating system is the result of years of experimentation and experience, while efforts are constantly made to further improve and update travel offerings. In the last resort, the success of this program hinges on the cultural background, the dedication, the vigor and the enthusiasm of the faculty leading each individual trip.

Academic travel destinations for 1973-74 and 1974-75 are listed in the following chart with participation figures for each. Two representative travel itineraries are also included to give an indication of the type of travel programs which were offered in the fields of Social Science, Civilization, and Art. Complete itineraries for all academic travel offerings will be available to Evaluation Team Members during their visit to the College.

ACADEMIC TRAVEL DESTINATIONS AND GROUP SIZE

Academic Year 1973/74

Destination	Fall	Spring
Cornwall, G.B.	10	
Berlin-Nürnberg	20	
France	11	
Ireland	20	
Yugoslavia	19	
Munich, Bonn, Brussels	13	
Greece	18	
Greece & Asia Minor	18	
Italy (Tuscany)	7	
London & Northern England		16
Cornwall, G.B.		11
London		16
France (Paris-Bretagne)		9
Brussels/Paris		13
Italy (Rome)		6
Sicily & Southern Italy		18
Tunisia		20
Vienna/Budapest		23

ACADEMIC TRAVEL DESTINATIONS AND GROUP SIZE

Academic Year 1974/75

Destination	Fall	Spring
Yugoslavia	24	
Cornwall, G.B.	9	
Hapsburg Empire	7	
Wales	10	
France	10	
Ireland	25	
Germany	22	
Turkey	17	
Turkey	13	
Cornwall		9
Italy		17
Northern England		13
Brussels/Amsterdam/London		15
Czechoslovakia		21
Tunisia		24
Belgium/Holland		13
Vienna/Budapest		25

ITINERARY FOR ACADEMIC TRAVEL TO PRAGUE AND MUNICH

Monday Feb. 25th	Leave campus at 9.30 a.m. by coach for train station. Departure by train at 10.05 a.m. to Zurich. Arrival in Zurich at 1.33 p.m. and transfer by coach to Zurich airport. Departure by OK 775 at 3.05 p.m., arriving in Prague at 4.10 p.m. Transfer to Hotel Olympik. Invalidovna, Prague 8.
Tuesday Feb. 26th	In Prague. Half pension at the Hotel. In the morning an introductory tour through Prague. Afternoon free for personal explorations. Evening opera performance at the "Nationaltheater": "Ten Days Which Shook the World".
Wednesday Feb. 27th	In Prague. Morning visit to a Prague High School for meeting with teachers and students. Afternoon visit to the Motol Children's Hospital and meeting with Dr. Zapletal.
Thursday Feb. 28th	In Prague. Important morning conference with Dr. Garoflav Zantovsky at the Czechoslovak Ministry for Foreign Affairs on Czech-American relations. Afternoon free.
Friday March 1st	Full-day excursion to Boleslav and Terezin. Morning visit of the SKODA car plant in Boleslav, followed by excursion to Terezin concentration camp. Return to Prague in the afternoon. Half pension at the hotel. Evening meeting with students at the Strahov Youth Club.
Saturday March 2nd	In Prague. Morning free. Afternoon first-league Ice Hockey game between Sparta-Prague and Mo. Ostrava. Evening free.
Sunday March 3rd	After breakfast transfer by coach to train station. Departure at 8 a.m. by train to München, arriving there at 3.51. Transfer by coach to Hotel.

ITINERARY FOR ACADEMIC TRAVEL TO PRAGUE AND MUNICH

Monday March 4th	In Munich. 10 a.m. appointment with Dr. Karel Jezdinsky at the headquarters of Radio Free Europe for a discussion on prospects of détente in Central Europe - a Czech émigré view. Afternoon: optional visit to the famed Deutsches Museum.
Tuesday March 5th	Morning excursion to Ebenhausen for an appointment with representatives of the Institut Für Politische Wissenschaften and a discussion on Ostpolitik. Return to Munich in the early afternoon. In the afternoon, optional visit to the Blaue Reiter exhibition at the Lenbach gallery.
Wednesday March 6th	10 a.m. appointment at the U.S. Consulate. Meeting with the Acting Consul General, Mr. P. Valdes, for a discussion on the American view for détenté in Central Europe. Afternoon free. Tentative evening dinner appointment for a small group with Dr. Rupprecht, Chief Criminal Inspector of the Munich Police Force, for informal discussion.
Thursday March 7th	Free day. Optional excursion to the Dachau concentration camp.
Friday March 8th	Transfer by coach to train station and proceed by 10.10 a.m. train to Lugano, arriving there 6.57 p.m.

Note: The above program for Munich will be supplemented with cultural events and concerts as soon as details become available.

ITINERARY FOR ACADEMIC TRAVEL TO TURKEY

Monday 4 Nov.	10.30 a.m. Leave campus by coach for Milan/Linate. 14.10 leave Milan for Istanbul via Rome.
Tuesday 5 Nov.	Morning city tour of Istanbul and visit to Archaeological Museum. Afternoon visit to covered Bazaar.
Wednesday 6 Nov.	Haj Sofia, Blue Mosque, Hippodrome. Possible sail on the Bosphorus.
Thursday 7 Nov	10.45 a.m. Istanbul/Izmir by Turkish Airlines arriving Ismir 11.30. Direct coach to Ephesus for lunch and afternoon visit of Ephesus and Museum.
Friday 8 Nov.	Visit: Didyma (oracle and Temple of Apollo) Miletus (birthplace of philosophers) Priene (best preserved Hellenistic city)
Saturday 9 Nov.	Free day in Kusadasi.
Sunday 10 Nov.	Optional return visits to any of above sites to complete papers.
Monday 11 Nov.	Morning departure from Kusadasi by coach for Aphrodisias(Temple of Aphrodite and recent important archaeological discoveries). Continue to Pamukkale.
Tuesday 12 Nov.	In Pamukkale, the site of the ancient city of Hierapolis. Bathing opportunity in natural pool/hot thermal springs.
Wednesday 13 Nov.	Leave Pamukkale by coach for Izmir via Sardis, ancient capital of King Croesus, American archaeological expedition now at work there.
Thursday 14 Nov.	Day in Izmir. Optional visits and Souks.
Friday 15 Nov.	8.15 a.m. Leave Izmir by Turkish Airlines. Arrive Milan 1.35 p.m. By coach to Lugano campus, arrive around 4 p.m.

The Travel Paper

As the link between classwork and on-the-spot experience, the travel paper represents an indispensable element of Franklin's travel based education. Much more than a mere travelogue or autobiographical essay, it should be a piece of personal writing crystallizing pre and post travel reading and on-the-spot experience. Many travel papers do not live up to this ideal, due to a student's carelessness, or to faculty not giving enough weight to the paper through his courses, and frequently due to a combination of both.

The following guidelines were decided upon by the faculty in 1973 in an attempt to get this vital part of the academic travel program under closer control.

1) A student should first decide which of his courses would be particularly suited to further personal investigation.

2) Having thus narrowed the field, a student should discuss the feasibility of a Travel Paper with the instructor of his chosen course.

3) The instructor thus acts as a sponsor for the Travel Paper. Once approved, a student will then sign up for the travel itinerary most suited to his projected academic endeavours.

4) Accordingly, trip leaders are fully informed about each student's particular interests before the trip commences. During the travel, the instructor's task will be to assist, as much as possible, in the realization of the student's work. Since the trip leader is in all cases either a national of the country to be visited or closely familiar with it, the itinerary includes activities normally not open to the average tourist, and arranged with the student's particular interests in mind.

5) Consultations between faculty and student continue after the travel period, till such time as the student submits his paper for evaluation.

6) Instructors award a letter grade for the paper and include it in the overall course grade. Failure to submit a travel paper will adversely affect the course grade and will, in addition, result in the loss of one credit value in the course for which the Travel Paper was initially intended.

7) A Travel Paper may not replace a regularly assigned course or semester paper.

Such is the ideal. The practice is a lot more complicated. Occasionally, a student's course load does not offer any meaningful extension into the travel offerings of a given semester. The Academic Dean may then decide to let the student travel independently, and the student finds a faculty sponsor with whom he can work out a viable and academically solid itinerary, to be approved by the Dean.

Also, many students do not have their travel paper topic fixed prior to going on the trip. They prefer to decide upon a topic when they have had a chance to evaluate those aspects of the country which interest them most during their actual visit.

CO-CURRICULAR ACTIVITIES

In addition to the academic and travel programs, the College sponsors evening lectures, concerts, and film programs, for the benefit of both the students and the local community throughout the academic year. The city of Lugano, although relatively small in size, acts as a significant center for cultural activities.

These largely revolve around the Swiss-Italian Radio Orchestra, the cultural programs offered by Migros Co-operative, and those events sponsored by the city itself. The major international city of Milan is one hour from the campus, broadening further the cultural offerings available.

The "Cercle Francais" sponsors their lectures and conferences on the Franklin campus. The "Franklin Community Chorus" and the "International Business Club" bring together students, faculty, and members of the local community. These all have opened channels of communication and integration for students at the College.

The following agenda of co-curricular activities sponsored during the 1972-73 academic year is presented to suggest the extent to which the College is committed to providing a cultural program for its students.

1972-73 Co-Curricular Program

Wednesday, September: Franklin's yearly film series, sponsored by the "European Film and Society" course, opens at the Cinema Paradiso with "Bicycle Thief" by Vittorio de Sica (Italy 1948).

Thursday, September 28: Film show at the College: "L'Europe des Idées Reçues", for students of European Integration and European History.

Monday, October 2: Franklin concert: Organ recital by Prof. Reuel Lahmer, Head of FC Music Department, in the Church of Santa Maria degli Angioli. Program of Italian Renaissance and Baroque Music.

Wednesday, October 4: FC film "Jeux Interdits", René Clément.

Thursday, October 5: African Seminar sponsors film show of L'Art Négre.

Wednesday, October 11: FC film "Judgement at Nuremberg", S. Kramer, U.S.A.

Monday, October 16: Franklin's film instructor, Villy Hermann, sponsors a program of Swiss short films.

Tuesday, October 17: Film show for Africa Seminar on Sahel region.

Wednesday, October 18: FC film "The Battle of Algiers", G. Pontecorvo, Italy.

Thursday, October 19: All day trip to Milan for Business students and Political Science classes. Visit to E.N.I. and Merrill Lynch offices.

Monday, October 23: Flute and Harpsichord Concert at the Church of Loreto with Reuel Lahmer and Walter Vögeli.

Wednesday, October 25: FC film "The Trial".

Wednesday, November 1: FC film "Closely Watched Trains", Czech.

Wednesday, November 22: FC Thanksgiving Concert: Voice, Piano, Violin.

Monday, November 27: Dr. Eduardo Bodipo-Malumba, from the Geneva World Council of Churches, gives series of lectures on African History.

Wednesday, November 29: FC film "Hiroshima Mon Amour".

Wednesday, December 6: Film "Muriel".

Tuesday, December 12: German film actor, Gustav Fröhlich, (Metropolis) talks about his acting experience in Germany in the 1920's and 1930's.

Wednesday, December 13: FC film "If"....International Business Club dinner, guest speaker Dr. Nobokov.

Sunday, December 17: FC Christmas concert: FC Choir sings Hungarian work.

Wednesday, December 20: Film "Cul de Sac", Poland.

Wednesday, January 10: FC film "Shop on Main Street", Czech.

Wednesday, January 17: FC film "Z", Greece.

Thursday, January 18: Political Science class visits the offices and printing shops of Milan daily "Corriere della Sera". Discussion on Italian politics with one of the editors.

Friday-Sunday, January 19-21: Ski weekend with instruction organized by Migros Sezione Culturale.

Tuesday, January 23: International Business Club dinner.

Wednesday, January 31: FC film "Grapes of Wrath", John Ford, U.S.A. 1940.

Tuesday, February 6: Concert on campus - Reuel Lahmer, Music for the Piano.

Wednesday, February 14: FC film "La Strada", Fellini, Italy 1954.

Monday, February 19: International Business Club dinner, guest speaker Dr. V. Romeo....FC faculty member, Michael Frank, spoke about "Bosch and Breughel" with slides.

Wednesday, February 21: FC film "Rocco and his Brothers", Visconti, Italy 1960.

Tuesday, March 13: Claremont Professor, Dr. John Roth, gave a lecture on "William James and Recent American Experience", as part of the Adult Education Lecture program at Franklin College.

Wednesday, March 14: Students of "Problems of Developing Countries" met in Rome at the "Food and Agricultural Organization" for a briefing.

Tuesday, March 20: Political Science student had their "Swiss Politics Day" with interviews at the Lugano townhall and the Bellinzona Cantonal Government.

Tuesday, March 20: International Business Club dinner, guest speaker Mr. Matusi.

Wednesday, March 21: British music critic, Denby Richards, talked in Reuel Lahmer's music class on "Finnish Music up until Sibelius". In Wednesday's film show, Antonini's "Red Desert".

Thursday, March 22: Representative of Dow Chemical Company, Zurich, discussed the validity of Servan-Schreiber's "The American Challenge" in European Seminar class.

Thursday, March 22: FC Piano Recital by Rhondda Gillespie at the Church of Loreto - Schumann, Beethoven, Merilainen, Rautavaara, Standford, Chopin and Liszt.

Friday, March 23: Mid-semester long weekend. Trips to Venice, St. Moritz, Rome, Florence and Siena

Tuesday, March 27: European Seminar class, guest speaker, Prof. Melvin Schlein from John Hopkins University Bologna Center, talks on the "Role of the EEC in the Recent Monetary Dislocations".

Tuesday, March 27: Semmelweiss Choir of the University of Budapest perform in the Church of Loreto, under the auspices of the Franklin Foundation.

Wednesday, March 28: FC film "Accident", Joseph Losey, G.B.

Thursday, March 29: European Seminar class, guest speaker, Dr. Van Troostenburgh of the Swiss Credit Bank in Zurich, answers questions on the recent monetary developments.

Friday, March 30: FC concert: The Budapest Madrigal Ensemble, under the direction of Ferenc Sekeres, performs at the Church of Loreto.

Monday, April 2: Dr. Krippendorf of the Bologna Center of Johns Hopkins University, talks on "New Perspectives in the Cold War".

Thursday, April 26: Greek/American film-maker, Gregory Markopoulos, talks about his work in the field of film portraits.

Friday-Sunday, April 27-29: Comparative Politics class goes to Appenzell to witness direct democratic meeting: "Landsgemeinde".

Monday, April 30: Dr. Harish Kapur from India, Professor at the Geneva Institute for Graduate International Studies, talks about "Europe and the Third World".

Tuesday, May 1: Brian Stanford talks about Picasso and shows slides of some of his lesser-known works.

Wednesday, May 2: FC film "Last Year in Marienbad", Alain Resnais, France 1961.

Thursday, May 3: Prof. Melvin Schlein from Johns Hopkins' Bologna Center, talks in European Seminar class about Willy Brandt's "Ostpolitik".

Tuesday, May 8: International Business Club, headed by student. Mark McGillis, sponsors an all-day Business Symposium, with prominent businessmen from the Luganese community as guest speakers.

Thursday, May 10: Concert, under the direction of Reuel Lahmer, with Franklin Singers and a number of folk-singers, such as Kathy Miller, Marc Osborne and Paul Boudreau.

Friday, May 11: FC film show "Women in Love", Ken Russell, G.B. 1970.

Monday, May 14: Czech Professor, Dr. Karel Jezdinsky, from Radio Free Europe in Munich, talks on "Czechoslovakia after Dubcek".

Tuesday, May 15: FC sponsored Organ Recital in the Church of Santa Maria degli Angioli, by Pennsylvanian organist, Donald Wilkins.

Wednesday, May 16: FC film "Seventh Seal", Ingmar Bergman, Sweden 1956.

Wednesday, May 16: Drama class in performance of student, Michael Jacob's original play, "A Certain Situation", and Edward Albee's "The American Dream".

Thursday, May 17: Second drama performance.

Wednesday, May 23: FC film "2001": A Space Odyssey", Stanley Kubrick, G.B. 1968.

Thursday, May 24: Villy Hermann, Franklin film instructor, sponsors an evening of films made by students during the year, along with one of his own films.

Friday, May 25: Graduation ceremony....End-of-year boat trip on Lake Lugano, with dinner onboard.

CHAPTER III

STUDENTS AND STUDENT LIFE

ADMISSIONS

Franklin College is open to any person regardless of race, color, creed, sex or nationality. The College seeks to admit students who will make positive contributions to the life of the College, who will accept freely the challenge of an international community, and who will progress seriously toward the completion of degree requirements. Although the Office of Admissions does not attempt to emphasize any single aspect of an applicant's background, consideration is given on the basis of academic records, written evaluations of counselors and teachers, College Board or equivalent standardized test scores, academic distinctions, and participation in extra-curricular activities. The College operates on a rolling admission policy which makes it possible for the Office of Admissions to make a final decision as soon as an applicant's file is complete.

The Director of Admissions is responsible for all matters concerning the recruitment, processing and admissions of incoming students. He is also responsible for the organization and operation of the Office of Admissions, its alumni representatives, Regional representatives and References.

The Office of Admissions uses four methods to recruit students: 1) Direct recruitment by the Director of

Admissions, an Administrator of the College, a Regional Representative, or an Alumni representative.
2) Advertising in the International Herald Tribune and the Directory of the European Council of International Schools. 3) Co-operative agreements with professional guidance counselors and guidance services. 4) Generated "word of mouth" through present students, alumni and parents.

The Director of Admissions spends approximately four months each year in the United States. An additional College Administrator usually travels to the United States in November or February to assist in the admissions process through direct visits to schools, the hosting of recruiting and alumni parties, and the general spreading of information throughout a selected area. A network of Regional Representatives, alumni volunteers and interested parents contribute to the task of identifying and recruiting potential students. An extensive mailing list is maintained at the College and information is sent out regularly. During the past year, the Director of Admissions, assisted by the Administrative Dean, personally visited 87 schools in 22 states of the United States and 10 foreign countries, including Iran, Kuwait, Lebanon and Greece. Even though a relatively small portion of the overall budget is devoted to admissions, coverage both in the United States and abroad has been good.

During the last four years, approximately 80% of the student population have come from 40 states in the United States, 20% have come from approximately 35 foreign countries, 64% have come from private schools in the United States, 24% from public schools, and 12% from secondary schools in foreign countries. Given these statistics, the College will continue to concentrate recruiting time in the United States while attempting to generate increased applications in the foreign sector, especially the Middle East.

The most obvious weakness in the area of Admissions and recruitment can be found in the duplication of responsibilities. The President, having been the Director of Admissions prior to his appointment, continues to administer all functions of the Admissions Office. Given the expense of sending college personnel around the United States and Europe this duplication has been financially expedient and productive from a cost effectiveness point of view. It has permitted one individual to divide his time among admissions, public relations, fund raising, alumni affairs, meetings of the Board, and general representation in the United States. Unfortunately, this duplication of responsibility, financially advantageous as it is, has deprived the College of full time coverage in the area of recruitment. Should future financial conditions permit, consideration will be given to providing the College with a full time admissions officer.

Ideally, Franklin College seeks to increase selectivity in the admissions process which is, at present, virtually non-existent. To do so, the College must stimulate the application rate through a full time admissions officer and more effective recruiting techniques.

The techniques presently under consideration call for the greater use of Regional Representatives, references, parents, alumni and students. In order to increase applications from potentially productive geographic areas, the above groups will be more effectively organized in the future through regular information mailings from the College, adequate supplies of print material, and the establishment of volunteer admissions co-ordinators in various parts of the United States, Europe, and other key areas of the globe.

Since the inception of the College, the Office of Admissions has relied upon a recruitment approach which has placed the Director of Admissions, another College Administrator or various other classification of representatives in touch with applicants, potential applicants and their families. This effort can be increased through the organization of more recruiting parties, using the admissions co-ordinators.

To facilitate the expansion of the recruiting effort by turning a large proportion of the process over to non-professional volunteers, the College is preparing an audio-visual slide presentation which can be mailed or shipped to volunteer admissions representatives in various parts of the United States. Full scale organization of this system would permit the recruiting effort to continue in the absence of direct physical representation by a member of the College staff. It is hoped that a large number of former and present parents, alumni, and friends would agree to host informal recruiting parties in their homes. Interest by word-of-mouth, thus far the most effective method of eliciting applications, would be significantly expanded. The College seeks to increase both the number of annual applications and the percentage of accepted applicants enrolled, while providing for greater selectivity in the admissions process. To do this, it will be necessary to expand current representation through a prepared audio-visual presentation which can be effectively distributed and used by committed and active volunteer representatives. In the absence of available funds for a full-time Admissions representative, the above method should provide greater coverage at a significantly lower cost.

Clientele and Constituency

During the last four years of operation, Franklin College has served a specific clientele and constituency. The following characteristics have emerged through statistical survey. 80% of all students matriculating at the College come directly from the United States. 20% of the total student population are residents of foreign countries, either permanently or temporarily during their tenure at the College. Of this number, approximately 10% are foreign nationals. The total geographic distribution over the last four-year period, 1971-1975, represents 40 states in the United States of America and 35 foreign countries. In terms of U.S. distribution, the largest proportion of students come from the Eastern seaboard states of New York, Massachusetts, Connecticut, New Jersey, Pennsylvania. The second single most represented area is in the State of California.

Franklin College students tend to fall into the same socio-economic background. Most students come from families in which the primary money earner is employed in a professional field, in a higher managerial position in industry or commerce, or is the owner of a business. Because almost all parents pay the full cost of education at the College themselves, approximately $6,500.00 per annum, it can be assumed that the average family income is in excess of $25,000.00 per year. There is, however, no actual documentation available to suppor this assumption. Approximately 65% of all students attending the College have come from independent schools. Most students come from families in which higher education has played an important role for parents and other family members. In short, the clientele served by Franklin College can be identified as being generally affluent and interested in independent higher education for their children, preferably in Europe.

It is hoped that in the next six years, the College can expand the socio-economic and geographic distributions of the student population. The following methods for such expansion are presently under consideration:

1) Scholarship Funds, presently only available through direct allocations in the College budget, will be more actively sought from alumni, parents and friends of Franklin College, as individual and continuing charitable contributions. Independent foundations will also be approached to provide

scholarship aid to needy students, as will domestic and foreign government agencies involved in education. It must be mentioned that the process of making Franklin College financially available to to more students has made some appreciable gains during the last year. The co-operative agreement with Claremont Men's College specifically allows students, on partial or full scholarship at Claremont, to take full advantage of financial aid and scholarships while attending the Institute for European Studies at Franklin College. Pomona College, a member of the Claremont College group, has also agreed to the same policy. A friend of Franklin College has donated $1,000.00 towards a scholarship fund which has been matched, in half that amount, by the company with whom he is employed. This particular donor is urging others to follow this example, and the College intends to more actively pursue this type of contribution in the future.

2) It is hoped that the percentage of foreign nationals can be increased over the next six-year period, thus providing a greater international base in the general student population. Efforts will be made to more actively recruit those students in Europe and Africa who are qualified and interested in studying in the American educational system. It should be mentioned that the very nature of the European and American educational systems is divergent enough to discourage the easy or frequent

transfer from one system to the other. For this reason, the College will seek to associate itself with foreign nationals wishing to continue their education in the United States upon the completion of the Associate in Arts degree program at Franklin College.

Enrollment Patterns and Distribution

Committed to maintaining a favorable student/faculty ratio and an overall size conducive to the close working relationship desired in an international, liberal arts program, within the scope of the Purposes and Objectives delineated, the College drew up the following enrollment projection for the Delaware State Board of Education.

1972-73	1973-74	1974-75	1975-76	1976-77
160	170	180	190	200

Although the College experienced significant growth in enrollment during the last four years, it is rapidly becoming evident that continued growth cannot be expected indefinitely. It is appropriate, therefore, that the above projection be revised for the next six years, to show a static enrollment pattern. The reasons for this assumption are:

1) Statistics published by the Carnegie Commission on Higher Education and the National Center for Educational Statistics, show that College enrollments during the next decade will fall significantly short of earlier projections. Specifically, the private college sector is perceived as being most severely hit by decreasing enrollments in the

future. For Franklin College to project growth beyond the current level of student enrollment would be to ignore all available evidence.

2) The geographic location of Franklin College in Western Europe makes it, as an American college with 80% of its student population coming directly from the United States, extremely susceptible to changes in international fiscal and political policies. As such, the College has been forced to deal with international situations on an ad hoc basis. To project growth at a time when all of Europe is projecting continued inflation, coupled with recessionary tendencies in the economy, would not be realistic or advisable.

3) The economic factors thus play an important role in the College's decision not to commit itself to a pattern of growth at this time. They are supplemented by considerations of a more general nature. In that the College has long emphasized the necessity of a personalized education, particularly in the European context with the attendant culture shock, growth could not but put into question some of the very basic premises of the program. For one, there is no individually tailored co-curricular program for large groups, designed to take fullest advantage of the European location and which plays such an important role in the program. For another, the logistics of attempting to co-ordinate the Academic Travel program for an excessively large student body would require changes incompatible

with the assigned purposes of this important facet of the Franklin experience. We have thus concluded that growth, even if possible, would not enhance the quality of education offered at this time.

4) The College experienced a 29% increase in enrollment between the academic years 197[illegible]71 and 1971-72. From 1971-72 to 1972-73, the growth was 26%, and from 1972-73 to 1973-74 the growth was down to 4%. Similar indications have shown a decline in applications for the 1974-75 academic year. It would, therefore, seem realistic not to expect continued growth in enrollment given the above statistical information.

Student mobility has evidenced itself more and more in past years as students have seen the advantages in studying in more than one institution during undergraduate years. Franklin College has somewhat suffered in the past as a result of this new wave of student mobility; however, the College anticipates benefiting from this phenomenon in the years to come. First, the co-operative agreement with Claremont Men's College resulted in a strengthening of the College's academic program to accommodate advanced level students. Both the association and the academic re-organization of the Institute for European Studies stimulated interest among students from other colleges and universities in the United States. Many of these students subsequently enrolled for one semester at Franklin College. As the word of mouth spreads from present and past students, and the College more actively recruits students in this area, the high rate of student transience at the College will be significantly reduced as they are replaced by new students from other institutions. Furthermore, the course structure of the academic program has been altered to include an increasing number of single semester courses which at one time existed almost exclusively.

Although the above situation might be expected to improve the predictability of full enrollment during the next six years, it is doubtful that it can be counted on to justify a policy of continued growth at this time.

At a time when all available evidence points to a new period of less than full growth for all segments of the economy, it would seem most realistic for Franklin College to project a static enrollment over the next six-year period, or as long as the present trend continues. Fortunately, at its present size and faculty complement, the College remains flexible enough to adjust to the reality of a fluctuating enrollment.

The following statistical information is offered to give a more comprehensive picture of Franklin College students.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS BY ACADEMIC YEAR

Foreign Countries	1971-72	1972-73	1973-74	1974-75
Argentina	-	-	1	-
Austria	-	1	1	1
Belgium	-	-	1	1
Bermuda	2	2	-	1
Brazil	-	-	1	1
Canada	-	2	1	-
Columbia	-	-	-	1
Czechoslovakia	-	-	-	1
Dominican Republic	-	-	1	-
Ecuador	-	-	1	-
England	-	4	1	2
Ethiopia	-	-	1	-
France	-	1	-	-
Germany	3	1	3	1
Holland	-	-	-	1
Hong Kong	-	-	-	1
Hungary	-	-	-	1
India	1	1	-	-
Iran	2	2	5	6
Italy	2	6	8	4
Jamaica	-	-	-	1
Libya	1	-	1	1
Madagascar	-	1	-	-
Mexico	2	3	3	-
Nigeria	-	-	-	1
Pakistan	1	1	-	-
Philippines	1	1	1	-
Qatar	-	-	-	1
Saudia Arabia	1	-	-	2
Spain	1	3	4	3
Switzerland	5	7	9	5
Turkey	-	-	-	1
Venezuela	-	1	1	-
Virgin Islands	1	-	-	-
Yugoslavia	-	1	-	-
Total	23	39	45	36

GEOGRAPHICAL DISTRIBUTION OF STUDENTS BY ACADEMIC YEAR

United States	1971-72	1972-73	1973-74	1974-75
Alabama	-	-	-	-
Alaska	-	1	-	-
Arizona	-	-	1	2
Arkansas	-	-	-	-
California	16	17	29	25
Colorado	5	4	5	6
Connecticut	18	24	15	21
Delaware	-	1	1	-
Florida	6	13	8	8
Georgia	1	-	1	-
Hawaii	1	3	-	3
Idaho	-	-	-	-
Illinois	2	6	5	7
Indiana	-	2	-	2
Iowa	-	1	-	2
Kansas	-	-	-	2
Kentucky	2	-	-	1
Louisiana	-	-	-	1
Maine	1	-	1	-
Maryland	5	3	3	1
Massachusetts	8	8	8	4
Michigan	3	1	1	2
Minnesota	1	2	-	3
Mississippi	-	-	-	-
Missouri	-	2	5	-
Montana	-	-	-	-
Nebraska	-	-	-	-
Nevada	-	-	1	3
New Hampshire	1	1	-	-
New Jersey	10	10	10	3
New Mexico	-	1	-	1
New York	19	23	27	21
North Carolina	-	-	1	1
North Dakota	-	-	-	-
Ohio	1	4	2	5
Oklahoma	-	-	-	-
Oregon	1	1	1	1
Pennsylvania	5	7	4	13
Rhode Island	-	1	1	-
South Carolina	1	-	-	1
South Dakota	-	-	-	-
Tennessee	-	-	-	2
Texas	1	2	3	3

GEOGRAPHICAL DISTRIBUTION OF STUDENTS BY ACADEMIC YEAR

United States	1971-72	1972-73	1973-74	1974-75
Utah	3	6	6	-
Vermont	-	-	3	2
Virginia	1	1	1	2
Washington	2	-	3	1
West Virginia	-	-	-	-
Wisconsin	1	-	-	-
Wyoming	-	1	-	-
District of Columbia	-	1	3	2
Puerto Rico	2	-	1	-
Total	116	147	153	147

TOTALS AND PERCENTAGES OF GEOGRAPHIC DISTRIBUTION

	No.-%		No.-%		No.-%		No.-%	
Students from Foreign Countries	23	16%	39	20%	45	22%	36	20%
Students from the United States	116	84%	147	80%	153	78%	147	80%
Total	139	100%	186	100%	198	100%	183	100%

STUDENT ENROLLMENT BY CLASSES

	1971-72			1972-73			1973-74			1974-75		
	1st Sem	2nd Sem	Year	1st Sem	2nd Sem	Year	1st Sem	2nd Sem	Year	1st Sem	2nd Sem	Year
Freshmen	75	56	75	103	88	115	68	63	75	75	73	79
Sophomores	42	34	42	37	34	42	64	58	65	42	40	48
IES	22	18	22	16	15	18	11	9	17	18	13	19
CMC	0	0	0	0	21	21	14	27	41	12	25	37
Total	139	108	139	156	158	186	157	157	198	147	150	183

SECONDARY SCHOOL BACKGROUND

TYPE OF SCHOOL ATTENDED	Class of 1972	Class of 1973	Class of 1974
Public:	14 - 28%	14 - 18%	24 - 24%
Private:	34 - 68%	47 - 62%	63 - 64%
Foreign:	2 - 4%	15 - 20%	11 - 12%
Total:	50 - 100%	75 - 100%	98 - 100%

ACADEMIC AVERAGES: G.P.A.			
3.6-4.0	8%	7%	11%
3.0-3.5	23%	25%	20%
2.6-2.9	14%	29%	24%
2.0-2.5	42%	36%	20%
Under 2.0	13%	12%	15%
	100%	100%	100%
Mean Average	2.28	2.65	2.75

S.A.T. PROFILES	V	M	V	M	V	M
800-750	-	-	-	1%	-	2%
749-700	-	5%	3%	1	-	3
699-650	5%	-	8	3	4%	1
649-600	5	8	8	13	6	5
599-550	10	8	13	8	8	14
549-500	20	12	16	18	13	23
499-450	20	20	15	15	26	13
449-400	25	17	18	15	26	17
Under 400	15	30	19	25	17	22
	100%	100%	100%	100%	100%	100%
Mean Average	470	456	490	462	469	487

APPLICATION STATISTICS

	1971-72		1972-73		1973-74		1974-75	
	Number-	%	Number-	%	Number-	%	Number-	%
Applications completed:	134		184		160		158	
Applicants offered Admissions:	130	97%	179	97%	155	96%	152	96%
Applicants withdrawn :	20	15%	47	25%	63	39%	44	27%
Applicants Enrolled :	110	82%	132	72%	92	51%	108	68%

COUNSELING

Personal

The Orientation Program at the College starts in September soon after the students arrive in Lugano. Briefings are held for small groups of students according to the program or class in which they are enrolled.

Primary emphasis is placed on the need for cultural empathy on the student's part as the vital basis for success, personally and academically, throughout his stay in Lugano and his travels in Europe. Basic information about Swiss customs and life-style is given in addition to practical information on shopping, banking, local transportation, automobile regulations, and other matters of interest and importance. An "Information Kit" containing much of the information is provided to all students during orientation for their further use. Much time is also spent in explaining the necessary steps for obtaining and getting settled in an apartment. A polling of students indicates that reaction to the Orientation Program is "average" to "good". Several students suggested that a meaningful addition would be the inclusion of one or two talks on Swiss customs and attitudes by residents of the Lugano area.

The briefings, noted above, and the manner in which they open further informal contacts with administrators and faculty do much in staving off the worst effects of culture shock which students frequently experience in their new international location.

The College assumes the responsibility of obtaining a Swiss residence permit for each student. During this orientation period, the initial information needed for such permits is obtained from all students.

Because of the unique nature of the College, given its geographic location, its size and its profound interest in the individual, personal counseling is carried on by all members of the College community. This includes faculty, administrators, and other members of the College staff. Such counseling is an on-going element that provides assistance to students in all areas of their life, be it personal, financial, emotional, or even advice as basic as the purchase of food and other consumer items. Consulting physicians are available whenever the need for medical assistance is indicated. Exit interviews are conducted by the Dean of Students for all students leaving the College in unusual circumstances.

As the enrollment of the College increases and the appointment of an additional administrator becomes financial feasible, it is recognized that the services of a professionally trained counselor would be valuable. The duties and responsibilities of such a person would strengthen and co-ordinate the personal counseling which is presently being adequately attended to by faculty, administrators, and other staff members at the College.

Academic

Since the academic year 1973-74, registration at the College is an individualized process. Each student, having returned a pre-registration form during the summer, is briefed by the instructor about course requirements, contents, and what may be expected of a student in the course. Each department sets up registration and information desks for a day at the beginning of a semester where students may obtain course outlines and ask questions of instructors prior to registering on class lists. When a travel period follows closely the beginning of a semester (as is often the case in the 2nd semester) registration for academic travel may take place at the same time. This permits the counseling of students to co-ordinate travel plans with course choice. Small classes and a favorable faculty-student ratio make it possible for the teaching staff to continue their academic advisement through the entire course of study.

The responsibility of monitoring a student's progress toward degree requirements rests with the Academic Dean. Two to three hours of the daily work time of the Dean's Office are devoted to academic counseling, either at the request of the Dean or on the volition of the student.

The total weight of the Franklin academic counseling program may best be assessed by a comparison between the number of sophomores in their 4th semester at Franklin who received the Associate in Arts Degree and the total number of potential degree candidates in this category. Such a comparison made for the Class of 1974 is favorable, showing that of a total of 38 four semester sophomores, 30 met the degree requirements, 5 failing to gain sufficient credits, and 3 not meeting the G.P.A. requirement. Three of those having insufficient credits returned for the 1st semester of the current academic year and did, in fact, receive their degrees in January, 1975.

Transfer

All students at the College follow a course of study designed to meet transfer and admission requirements of United States colleges and universities. With this objective as its purpose, the College meets its responsibility by having the services of a College Counselor whose sole duty is to work with the students in respect to their future college and educational objectives. Starting early in the academic year, all sophomores are individually interviewed regarding such plans. College guides and a large library of catalogs are available to the students. Interviews continue through the year, both by appointment and on a drop-in basis. As application deadlines approach for senior institutions, reminder notices are sent to all sophomores who have not yet finalized their plans for the coming year. Similar service and consultation is also available to those freshmen and institute students whose plans do not include a second year at Franklin College. Important liaison work is continued each year by the President and other members of the staff with those colleges that have enrolled Franklin students as well as those in which new student interest has been developed.

In the future, an effort must be made to stimulate students who plan to return to Franklin to make several college visitations during the time they may spend in the States. This exposure would be most useful to students when making their senior college selections, particularly due to the time and distance factor.

SERVICES

Housing

The College has consistently placed a high premium on a living arrangement for students conducive to the fullest exploitation of being in Europe and the furtherance of personal responsibility and maturity. As a result, point 5 of the statement of Purposes specifically commits the College to: "A residence arrangement which encourages maximum exposure to the day-to-day realities of the local Swiss-Italian community". It is implemented in the following manner:

Well before the start of the academic year, the student receives a comprehensive summer mailing which includes a detailed statement on the residence arrangement. Students are alerted to the fact that the College has proceeded to make a short-term reservation for them in an inexpensive pension near the College. In this way, all students during the first few weeks are brought into contact with each other close to the campus. There are two distinct benefits in this procedure.

First, students get their first chance at getting to know fellow students and to begin the important task of selecting a room-mate. Second, it permits the College to start to operate its Housing Service by taking interested students to selected apartments and houses. In the majority of cases, landlords have been dealing with Franklin College and its students over a period of time and have agreed to the signing of an Italian/English rental contract, drawn up by the College as a means of safeguarding both landlords and students. The College, throughout the entire period that the student is in attendance, regards its role as one of mediator and helper in case of misunderstandings and difficulties.

The College does not foresee a return to the *in loco parentis* role. As a consequence, independent residence will continue to be regarded as an important element in the overall Franklin experience.

Housing Problems

The College has encountered a number of problems with the independent residence arrangement.

1) Many students, particularly those coming to the College from a highly sheltered and rigid school environment, incur considerable difficulties in adjusting to the amount of freedom involved. It is not uncommon for this kind of student to be excessive in his personal habits, to neglect his studies, or to fall into homesickness and longing for a more structured environment. Happily, the smallness of the College makes it possible for these students to be detected early and remedial action initiated. Frequently such action is not always successful, and a number of students leave. However, some students who have been able to make the necessary adjustment during the first semester begin to function all the better during the second, both as a student and as a human being.

2) Lugano and the Italian-speaking part of Switzerland represent the more morally rigid and socially

immobile element in the overall Swiss make-up. Therefore, the clash with values and habits adopted by young Americans, in general, is all the more keenly felt. In the majority of cases, with a couple of years' experience behind them, Swiss landlords are likely to become somewhat more understanding. The College recognizes this and seeks to make the resolution of these problems part of each individual student's learning experience.

3) The continued devaluation of the U.S. dollar has increased the stresses on the overall independent residence arrangement as far as the basic cost is concerned. Whereas the independent residence arrangement was significantly less expensive in 1970 than any supervised arrangement the College would have been able to offer on its own, this is no longer the case. Should this financial deterioration continue, the College intends to meet the challenge by offering a supervised residence to those students wishing to reduce residence costs while at the College.

4) Lugano, with approximately 30,000 permanent residents, represents a relatively small community and one which shows a high concentration of landlords controlling a relatively large number of dwellings. In any given year, a number of landlords have indicated to the College that, on account of unacceptably great difficulties with students, they would no longer be interested in renting their places to Franklin students. As a result, the

Housing Service has experienced a tangible decrease in the number of landlords willing to continue to work with the College. Projected over the next few years, this might result in a scarcity of reasonable accommodations. This is probably the most serious drawback in the independent residence arrangement, and one which the College intends to meet over the short-term by an increased vigilance and more direct intervention with the Franklin students.

Possible Solutions

In the face of the above difficulties and conscious of its obligation to safeguard the availability of reasonable accommodation to all of its students, the College has begun negotiations for the rental of its own residence facilities. This has become doubly desirable on account of the possibility of summer programs for which the College would clearly require its own residence. At present, all of these negotiations envision the rental of an entire hotel or pension. Such residence space would be made available to students wishing to take advantage of a College-sponsored residence arrangement.

While it would have been possible to conclude an arrangement with a hotel or pension for the second semester of the 1974/75 academic year, the setting up of a college-operated residence facility is envisioned only for the fall of 1975. In light of a very weak response by students when asked to indicate on a questionnaire whether they might wish to avail themselves of a residence arrangement of this kind, the College is proceeding cautiously in the selection of a full time residence facility.

The College and the majority of its students are conscious of both the advantages and limitations of the independent residence arrangement. Though the problems could soon outweigh the benefits, the administration enjoys full freedom in exploring meaningful alternatives. This is made all the more favorable by the crisis which is presently affecting Switzerland, and particularly the Lugano hotel industry, and which translates into a number of interesting offers for the rental of entire hotel facilities at advantageous rates. In view of this, the College is confident that it will be able to meet future difficulties in this area with success and without a negative effect on the quality of the overall academic and social experience.

Bookstore

Texts, workbooks and art supplies, are sold on a cash basis in the bookstore located in the Franklin Resource Center between the Auditorium and the Library Reading Room. The bookstore is open in the morning, Monday through Friday. It is staffed by the Administrative Assistant who is responsible to the Administrative Dean. During the first ten days of each semester, bookstore hours are extended into the afternoon to allow students ample time to purchase texts and supplies. Used texts are purchased at the end of the semester and during the first ten days of each semester.

Food Service

The College restaurant, called the "Grotto del Zio Ben", is located adjacent to the Resource Center. It serves continental breakfast at 9 a.m. and a hot lunch from 11.30 to 2 p.m. There are soda, coffee and cigarette vending machines available in the Grotto which is opened to students throughout the day and evenings until 10.00 p.m.

Mail Service

Each student has a key locking mail box of the type used by the Federal Post Office of Switzerland, located in the student lounge building, adjacent to the faculty parking lot. Letters and other correspondence are distributed by 10.30 a.m. each weekday, and the office stays open from 8.30 a.m. to 10.30 a.m. for students to take delivery of registered letters and packages. The mail service also expedites inter-college correspondence between the administration, faculty and students. This includes the return of academic work, the distribution of office notices and phone messages.

ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES

Franklin College does not sponsor intercollegiate athletics. However, it attempts to provide its students with a good selection of athletic opportunities, including such team sports as soccer, basketball and volleyball. Skiing, swimming, tennis, horseback riding, and judo, provide students with more individualized sports. A soccer field is available when needed and the Terzerina Gymnasium in Lugano is rented for the use of the basketball and volleyball teams. Skiing areas are from 15 minutes to four hours away, depending on weather conditions. Although the Dean of Students presently plans and co-ordinates the athletic program, as well as coaching three sports on a volunteer basis, it would be most desirable to have a part-time gymn teacher who would have the responsibility of offering more individualized direction.

A sampling of student opinion indicates an interest in the increase of athletic activities and the desire for more opportunities for participation. Running counter to this opinion is the logistical problem of students living in independent housing arrangements, often at some distance from the campus, who find it difficult to meet the scheduled practice meetings of team sports.

Playing a larger role in the life of the student are the available recreational activities that fit somewhat more easily into the student's overall schedule. Leading these in terms of participation are hiking and skiing. In the more favorable weather of autumn and spring, hiking is an extremely popular activity. Within a short distance of the campus there are many beautiful areas for such hikes. During the winter months, skiing outings have the same degree of popularity. Consequently, on an average of three of four weekends per month throughout the entire school year, a large portion of the student body takes advantage of the hiking or skiing trips accompanied by a member of the faculty.

A continuous listing of available activities and recreational trips is regularly posted on the bulletin board in the Mail Room.

The development of a Student Committee may bring into focus further student needs and desires with respect to what additional athletic and recreational programs should be offered by the College.

FRANKLIN STUDENT ASSOCIATION

The Franklin College Student Association was founded in 1970 to respond to the need for an organization which would serve not only future College alumni, but also past students from Fleming College and the American School Postgraduate Program. A large proportion of this latter group strongly identified their educational experiences with the teachers and administrators who founded Franklin College. Though not actually College alumni, they wish to stay closely in touch with fellow students and the international experience fostered at Franklin College.

The Franklin Student Association Bulletin is regularly sent to all alumni, friends and ex faculty members. It contains articles covering all aspects of College activities, as well as extensive class notes regarding the personal activities of former students. It also serves to keep alumni and friends in touch with one another, and helps to solicit contributions. To date, contributions have been requested in the form of dues or specific gifts to the library or building funds. In the future, solicitations will be directed towards a general Annual Giving Fund, though donors will still have the prerogative to choose between the library and a general fund. Such solicitations are administered by the Alumni Secretary in conjunction with the President's Office.

The Bulletin is sent out to 360 alumni, 583 friends and 27 ex faculty. Of these, 74 alumni, 122 friends and several ex faculty members have contributed in the form of dues, gifts, or books. As an incentive to continue donating, the Bulletin is mailed to contributing Association Members by air. In 1974, donating members also received a free copy of the Franklin College Calendar. This policy will continue in the future.

To date, the cost of maintaining the Student Association, has been largely funded through dues which cover printing, mailing, and the general operating costs of the Alumni Office. The Secretary's salary has been provided for from the College budget. With the change to the Annual Giving Program, the College will include the annual operations of the Association in its regular budget.

The Student Association has an Executive Council which meets at least once a year with the President in New York City. Members are appointed by the President of the College in conjunction with the Alumni Secretary and the Executive Council. Alumni and friends are selected who are deemed able to give the most help and have shown the greatest interest in the College. The President keeps in touch with the Executive Council by mail between meetings, and makes an effort to meet or talk individually with Council members while in the United States. Although Council members have been called upon to assist in recruiting and alumni relations, they will eventually be called upon to take an active role in the fund raising program. It is hoped that the Student Association Executive Council will eventually provide future members to the Board of Trustees.

The Student Association regularly sponsors reunions for alumni and friends in the United States and Europe. During the past five years, an annual reunion has been held in New York City, Boston, and Washington D.C. Reunions have been well attended. 75 invitations were mailed for the last reunion in New York, in an effort to keep the numbers down. Almost 100 people arrived at the party, indicating the closeness and allegiance of the alumni body to the College. Apart from these major reunions, smaller gatherings have been held in Cleveland, Atlanta, Denver, Los Angeles, Dallas, Chicago, Houston, Indianapolis, Miami, Milwaukee, Minneapolis, Philadelphia, Providence, Richmond, Putney, St. Louis, Salt Lake City, San Antonio, San Francisco, Seattle, Winston-Salem, Williamstown, London, Paris and Lugano.

Recognizing the important part that alumni and friends play in the area of recruitment, public relations, development, and future strength, great emphasis is placed upon a very personal relationship with members of the Association constituency. No letter arrives at the College from a former student which does not have a personal letter in reply to it from the President, another administrator, the Alumni Secretary, or a faculty member. Every donor receives a personal letter of thanks and, in the case of a gift to the library, the name of the book purchased is personally inscribed with the name of the donor. This time consuming procedure has met with great success, especially as far as ongoing contributions are concerned. Alumni visiting the College are surprised and pleased to find that the book they donated is on the shelf. Visiting alumni and friends are always entertained personally during their stay in Lugano.

Effort will be made to continue the development of the Franklin Student Association in a manner which will convince alumni and friends of the sincere interest the College has in their present and future activities. In this way, it is hoped that the institution will build a solid foundation for future development, as alumni take their place as contributing members of society.

CHAPTER IV

FACULTY AND TEACHING

FACULTY

The College is dedicated to "the education of a new kind of international citizen for the last quarter of the 20th century". Through its stated Purposes and Objectives the College spells out its belief that cosmopolitan attitudes are becoming more and more of an imperative as the world grows toward increasing interdependence and integration. The curriculum and programs are the tools to implement this objective. The faculty member, however, is ultimately the one responsible for handling these tools. On the faculty rests the final measure of the institution's success.

Faculty Selection

Proper selection of faculty able to supply this special brand of international instruction, both on and off campus, is obviously of prime importance to the development of the institution. The following qualities and qualifications are thus sought when recruiting new faculty members:

1) Academic competence: preferably M.A. or Ph.D. or the European equivalent.
2) Proven or potential teaching excellence.
3) Ability to relate easily to students in a personalized and informal academic atmosphere.
4) Of European origin, or having long standing familiarity with the European continent, its languages and life styles.

5) Overall commitment to the Purposes and Objectives of the institution.

Faculty Composition

It should be stated that from the outset the College has placed the highest premium on building a core of full-time faculty. A group of educators with a long-term commitment and loyalty to the College and its ideas, carry the bulk of the teaching load and organize and lead the academic trips. Students can count on their faculty's regular availability outside classroom teaching hours, not only on campus but also in their homes, during the week and on weekends, for excursions, hikes, or field trips. The following chart of Faculty turnover indicates this stability and long term commitment of the Franklin College faculty.

FACULTY TURNOVER

	1971-72	1972-73	1973-74	1975-76
Total Faculty	15	26	26	21
Returning Faculty	10	14	19	20
New Faculty	5	11	9	1 (1)
Not Returning Faculty from Previous Year	-	1	7	6
Visiting Professors	-	-	1	2
Not Re-appointed	-	1 (2)	4 (3)	3 (4)
Resigned	-	-	2	1
Leave of absence	-	-	-	-

Footnotes to chart:

1) Refers to Dr. Vera Bini, who returned from 1972-73

2) Refers to part-time instructor in History of Photography and African Art not re-appointed for poor teaching quality.

3) Refers to one full-time instructor in Economics and three part-timers respectively in Italian Language (Mr. Zuliani), in Psychology (Dr. Staude), and in Ecology (Dr. Ferrini). All four were not re-appointed for two main reasons: poor quality of teaching; lack of understanding of and loyalty to the college ideals and style.

4) Refers to interim full-time Italian Language instructor (Mrs. Baumgartner), who was replaced by Dr. Bini who resumed her post. The other two instructors were part-timers in the field of Film Production (Mr. Hermann) and Music-Mathematics (Mr. Gunther) who were not re-appointed due to budget restrictions in the wake of the economic crisis.

The College's objective of maintaining a core of full-time faculty members has greatly benefited the institution's stability and academic reputation. It has also stimulated alumni loyalty to and continued identity with Franklin College and its international goals.

The faculty for the 1974-75 academic year is composed of 21 members, 11 of whom are full-time and 10 of whom are part-time. The development of the faculty during the past five years of operation is charted below.

FULL AND PART-TIME FACULTY BREAKDOWN

	1970-71	1971-72	1972-73	1973-74	1975-75
Total faculty	10	15	26	26	21
Full-time	7	8	10	11(1)	11(3)
Part-time	3	7	16(1)	15(2)	10

Footnotes to chart:

1) This includes one visiting Professor from Claremont Men's College.
2) This includes one visiting Professor from Geneva's Institut des Hautes Etudes Internationales.
3) This figure includes Mr. Frank, who, although carrying only four semester courses, sponsors two academic trips per year, and through his intensive involvement with students and participation in faculty governance, must be considered a full-time faculty member.

ACADEMIC DEGREES - 1974-75 FACULTY

	Special Diplomas below B.A.	B.A. or Equivalent	M.A. or Equivalent	Ph.D.
All faculty	1	3	9	8
Full-time	-	1	4	6
Part-time	1	2	5	2

The present 21 faculty members have an average of 14 years of teaching experience. This includes teaching at graduate, undergraduate, and the high school level. Broken down into full-time and part-time categories, the length of teaching experience for full-time faculty members is 11.7 years, and part-time faculty members is 16.6 years.

FACULTY AGE BREAKDOWN

1974-75	Total Number	Average Age
Administrators	4	36.5
Full-time faculty	11	41.9
Part-time faculty including Administrators who teach part-time	10	47.0

College faculty members are expected to actively involve themselves beyond teaching duties and accept the responsibility of organizing co-curricular and extra-curricular activities. Many of these activities include sports and outdoor weekend excursions. In future faculty recruitment. emphasis will be placed upon selecting individuals who are not only qualified educators, but who are also physically and culturally active members of society.

To make the College program truly international, faculty has, as a rule, been recruited from as many different national backgrounds as possible. U.S. nationals account for 52% of the total faculty. The majority of U.S. faculty members can be explained by the difficulties encountered in finding suitable candidates for college level teaching in English among academically trained people from Europe, the Middle East or Africa. The present faculty composition outlined below is acceptable; however, emphasis should be placed upon increasing international representation. Future hiring policies will bear this clearly in mind.

COMPOSITION OF FACULTY BY NATIONALITY (1974-75)

Belgium	1
Egypt	1
France	1
Germany	1
Great Britain	4
Italy	1
U.S.A.	11
Switzerland	1
Total	21

Faculty Distribution and Teaching Loads

The following chart shows the distribution of the faculty in five departments or areas of study. It must be noted that some figures will overlap since occasionally a full-time faculty member may offer 4 semester courses in one department and two in another. In such a situation, the faculty member is counted as full-time in the first department and as part-time in the second.

DEPARTMENTAL DISTRIBUTION OF FACULTY

	1970-71		1971-72		1972-73		1973-74		1974-75	
	f.t.	p.t.	f.t.	p.t.	f.t.	p.t.	f.t.	p.t.	f.t.	p.t.
SOC SC	1	3	1	3	1	7	3	5	2	3
CIV	2	1	2	4	2	4	2	3	2	2
LANG	2	-	2	1	3	1	3	-	3	-
LIT	1	2	1	1	2	1	1	4	2	3
ART	1	1	3	2	3	3	3	4	2	4

The minimum contractual teaching load of a full-time faculty member is nine contact hours per week. This amount, in the terms of the contract "is modifiable by mutual agreement in accordance with departmental standards". In practice, a full-time load on a year basis would be seven courses, representing nine contact hours per week one semester and twelve contact hours per week another semester. In the departments of Social Sciences, Civilization, and Literature, this load is commonly the rule, if one disregards occasional course sectioning. Such sectioning occurs only in the case of excessive enrollment. In the Language and Art departments, teaching loads tend to be larger. Beginning Language courses are almost always sectioned into two or three classes.

AVERAGE TEACHING LOADS PER YEAR

	1970-71	1971-72	1972-73	1973-74	1974-75
Average Number of Semester Courses for Full and Part-Time Faculty Members	6.7	6.4	4.6	4.4	5.6
Average Number of Semester Courses for Full-Time Faculty Members Only	7.4	8.1	7.5	6.8	6.9
Average Number of Semester Courses for Part-Time Faculty Members Only	4.0	2.5	2.4	2.4	2.5

Teaching Administrators

Franklin College was founded as a collegial organization in which all administrators accepted teaching responsibilities in addition to their administrative duties. This original precept has perpetuated itself over the last five years of the College's development with obvious success. All administrators are teachers and, as such, retain full faculty status. This mode of operation has fostered closer associations on all levels of the institution's organizational structure and has permitted the rapport necessary to effectively carry out the Franklin College program.

Even though administrative teaching loads have been progressively reduced over the last five years, this important characteristic of the College program will be continued.

Currently, the President teaches one semester course, the Administrative Dean two semester courses, the Academic Dean two semester courses, and the Dean of Students, who also serves as the Chairman of the Language Department, teaches a full time load of course offerings in French.

Conclusion

Recent Swiss Government limitations on foreign labor has resulted in stringent policies on the issuing of new work permits. The degree to which Franklin College, as an educational Foundation under Swiss law, may be exempt from these limitations is presently being clarified. As of this writing, the College's case is under special review by the Cantonal Commission of Ticino responsible for special decisions in these matters. There have been some assurances that Franklin College will receive special consideration on the strength of the following circumstances.

a) The College requires few replacements of work permits each year.

b) The College is of distinct commercial benefit to the local community.

c) The College has legal status as a non-profit Foundation subject to the control of the Department of the Interior of the Swiss Federal Government in Berne.

For the present, it is felt that the College is fortunate to have a significant number of loyal and committed full-time faculty members. All efforts will be expended to retain these important individuals while continuing to rely upon the large number of part-time educators available in the immediate area of the College. Should the Swiss Government make an unfavorable decision regarding new work permits for the College, the basic academic program of the institution will fortunately be preserved due to the reliable core of presently employed full and part-time faculty members.

Student-Faculty Ratio

The College recognizes that teaching, in its broadest sense, happens both inside and outside the classroom. Thus, the faculty works toward the double goal of achieving the highest quality of course instruction and of making themselves available to students for frequent informal contact, both of an academic and of a personal nature. The Travel Program and the tradition of entertaining students in faculty homes are both ways in which faculty and students become acquainted and share the "European experience" within and beyond the sphere of academics. With this in mind, primary institutional emphasis has been placed upon maintaining a low student-faculty ratio. The following chart indicates the extent to which this objective has been a success.

STUDENT-FACULTY RATIO

	1970-71	1971-72	1972-73	1973-74	1974-75
Ratio students to total faculty	1/9	1/9	1/6	1/6	1/7
Ratio students to full-time faculty and full-time administrators	1/9	1/12	1/12	1/11	1/11

The above chart indicates that the ratio of total faculty to students has improved over the past five years. On the other hand, the ratio based only on full-time faculty and administrators has moved from 1/9 to 1/11. In a normal college situation, the first row of figures could be misleading in that they include part-time faculty who are scarcely expected to be regularly available to students outside of classroom teaching times. At Franklin, however, the practice has shown that a majority of part-time faculty members willingly engage themselves beyond contractual obligations. At any rate, the lower figure does separate full-time faculty members and teaching-administrators, all of whom are contractually expected to be available to students on a regular basis.

Class Size

As a general policy, Franklin College endeavours to use personalized methods of dialogue and discussion as far as possible in the classroom. To this end, the College attempts to keep class size as small as possible. With the exception of the Auditorium, all classrooms are arranged in a seminar format to encourage intellectual exchange between student and faculty. An informal atmosphere is fostered in which faculty members and students can share knowledge and discuss questions raised.

With faculty teaching loads well within the norms suggested by the official publications of the American Association of College Professors, the College believes it lives up to its stated goals of personalized teaching, allowing sufficient degree of faculty availability both in and out of the classroom. Occasionally, faculty undertake additional tutorials or individual independent study projects on a one-to-one basis. These are offered for either remedial work or for a specialized interest not covered in the College's normal course offerings.

The following chart indicates the extent to which the institution's desire to limit class size has been a success.

CLASS SIZE FALL SEMESTER 1974-75

SOCIAL SCIENCES

Introduction to Pol.Sci	13	
Introduction to Int'l Relations	23	
Comp. European Politics	6	
Marx, Lenin and Mao	9	
Towards a United Europe	20	
Macroeconomics	16	
International Economics	9	
Comp. Econ. Systems	7	
Business Principles	20	
Basic Sociology	44	
TOTAL:	167	Average 16.7 per class

CIVILIZATION

Mediterranean Civilization	28	
Medieval and Ren. Europe	22	
19th Century Europe	9	
Survey of West. Philosophy	32	
Russian Civilization	23	
Religions of Man	32	
TOTAL:	146	Average 24.3 per class

LANGUAGES

French I	9	
II	18	
III	15	
IV	7	
French Grammar Review	7	
TOTAL:	39	
German I	25	
II	12	
III	10	
TOTAL:	54	
Italian Ia	25	
Ib	23	
Ic	27	
II	13	
III	4	
TOTAL:	87	
GRAND TOTAL:	189	Average 14.5 per class

LITERATURE

Comp. Classical Literature	16
Shakespearian Drama	6
Celtic Literature	15
Germanic European Literature	10
English Literature	11
19th C. Russian Literature	16
Literature of Culture Shock	8
Creative Writing	9

TOTAL: 91 Average 11.3 per class

ART

ART HISTORY, THEORY AND MUSIC

Arts of Ancient Greece	7
Byzantine Art	11
Medieval Art	15
Arts of Italian Renaissance	12
Western European Painting	15
20th C. European Painting	16
Psychology of Art	13
Survey of Western Music	13

TOTAL: 102 Average 12.7 per class

STUDIO ARTS

Foundation Studies	18
Oil Painting	6
Ceramics	15
Etching	6
Photography	10
Community Chorus	8

TOTAL: 63 Average 10.5 per class

ART TOTAL: 165 Average 11.7 per class

TOTAL ENROLLMENT IN ALL CLASSES (Excl. Tutorials and Indep): 758. Average size of class : 14.8

Teaching Methods on Campus

Within Franklin's general policy of teaching via dialogue and discussion, in preference to large amounts of formal lecture, each instructor may select his own texts, arrange his own schedule of assignments, and approach his courses with whatever emphasis, ideas and strategies, he chooses. Faculty, in all departments, make use of the system of individual conferences to complement class instruction.

Faculty members are free to experiment as they wish, so long as the course evaluations indicate that their approaches are reasonably fruitful with the students. Thoughtful innovation is encouraged as long as it serves to better the academic quality of the Franklin experience. On a day-to-day basis, instructors are loosely supervised. They are asked to submit copies of syllabi, quizzes, exams, and paper assignments, for the College's permanent files. Tutorials and independent study courses are now being treated as regular courses in that files are kept containing outlines of each individual offerings in this format.

In 1974, an informal department by department study was conducted to help instructors equalize work loads given students from course to course. The studies were also aimed at avoiding inequality between "easy and "tough" courses, often resulting in severe imbalances in course registrations. In keeping with the Franklin spirit, the results of this study were informally presented in faculty meetings after analysis had previously taken place on the Department level.

Teaching Method Off Campus

In addition to the formal Academic Travel Program, the College tries to search for ways of using "Europe as a classroom", discovering resources within the local community and opportunities for co-curricular field trips within Switzerland and Northern Italy.

Thus, a "Towards a United Europe" class may have a meeting with the local branch of the Italian Communist Party in Varese at a point when that class material is covering immediate post World War II turmoil over Communist participation in various West European Governments. The "Introduction to International Business" class will meet with an international, Milan based, brokerage firm. A class dealing with "19th Century European History" will, for the section on Italian Unification, go to the Museum of the Risorgimento in Milan, and visit nearby battlefields at Magenta and Custozza. Art History classes obviously find limitless field trip possibilities, particularly in the Romanesque churches of Lombardy and the Ticino, and various other Renaissance landmarks all over Northern Italy.

The search for close course co-ordinated co-curricular activities is an ongoing process, drawing from the imagination of individual faculty members, their contacts in the area, and their language facilities, to act as viable on-the-spot interpreters and guides in the student's exposure to these various facets of European life and culture.

Methods of Evaluation

In keeping with the College's policy of individual responsibility among faculty for courses, instructors are free to use whatever methods of evaluation and testing they deem appropriate to the material and the course level. The end-of-semester examination period tends to involve a real mixture of activities, including written and individual oral exams, papers, take-home exams, presentations of portfolios and art work. Most instructors, in evaluating a student's performance,take into consideration written work, participation in class discussions, attendance, and such intangibles as effort, consistency, improvement. During the last three semesters, the College has made a concerted effort to standardize grading from course to course. This is particularly important in view of the varied backgrounds of the faculty. Oral and written descriptions of the meanings of each grade within the American system have been made. These descriptions have been followed with a statistical picture of the grade distributions each semester. This has enabled the individual faculty member to see whether he was tending toward more stringent or more lenient grading evaluations in comparison to the College and his colleagues as a whole. One result of this study was a visible drop in the number of A's awarded in the Language, Literature and Art departments, but no significant shift in the overall grading practice over the four previous years of operation. Given the different national backgrounds of the faculty and the still too varying amounts of workloads attached to the different courses, uniformity of grading standards is still considered an important issue. The issue will play an important part of future curriculum committee meetings.

OVERALL GRADE PERCENTAGES FOR ACADEMIC YEAR

	1970-71	1971-72	1972-73	1973-74
A	14.6%	15.8%	18.2%	15%
B	38.1	40.2	36.5	36.6
C	34.2	33	31.3	29.7
D	8.2	6.8	7.3	8.4
F	4.7	3.9	1.5	3.7
P	0.1	0.9	1.7	2.9
W	-	-	2.5	3
I	-	-	0.6	0.3

GRADE PERCENTAGES PER DEPARTMENT ACAD. YEAR 1972-73

	A	B	C	D	F	W	P	I
SOC SC	14.7%	38.9%	31.1%	6.3%	3.5%	3.1%	- %	1.6%
CIV	21.5	43.3	28.4	4.9	0.9	0.6	-	-
LANG	23.8	42.9	20.7	6.5	1.0	4.5	-	0.3
LIT	19.4	33.7	35.4	8	0.5	2.2	-	0.5
ART	17.1	42.9	26.9	5.2	0.4	1.9	5.0	0.2
SPEC	11.1	22.2	16.6	11.1	-	5.5	33.3	-

GRADE PERCENTAGES PER DEPARTMENT ACAD. YEAR 1973-74

	A	B	C	D	F	W	P	I
SOC SC	15.3%	33.8%	28%	12.6%	8.8%	1.1%	- %	- %
CIV	19.9	34.3	40.6	2.9	1.6	0.4	-	-
LANG	15.1	55.5	20.8	2.2	4	1.7	-	-
LIT	9.7	30	38.4	16.0	5.5	0.6	-	-
ART	10.2	35.3	38.2	8.9	3.9	12.5	2.6	-
SPEC	25	12.5	-	-	-	-	50	-

GRADE POINT AVERAGE DISTRIBUTION

	1971-72	1972-73	1973-74
4.0	-	1.8%	1.6%
3.0 - 3.9	23%	31.5%	24%
2.0 - 2.9	66%	55%	57%
Below 2.0	12%	12%	16.5%

In the fall of 1974, the College instituted the trial policy of requiring individual written comments by the instructor on each student, in addition to and as an explanation of the grade. These comment sheets are issued at mid-semester without grades, and at semester's end with grades. They are made in multiple copies, and the student receives his own copy of each comment, addressed to him personally, rather than written in the third person. It is hoped that this system of comments enhances the personal nature of the education offered at the College and opens more fruitful channels of dialogue between faculty and students.

Since the academic year 1972-73, all faculty members are regularly evaluated by students. Usually, one representative course per faculty, per semester, is chosen. The Evaluation Questionnaire was drafted by an Ad Hoc Faculty Committee in 1972, and with minor alterations still serves today. Questionnaires are administered by an outside person, usually a secretary, when the class is in session. The faculty member involved always leaves the room. The purpose of the questionnaire is to give the individual instructor, feedback on his methods, approach, availability and capacity to stimulate the class. These evaluations are available to administrators or members of the faculty committees should there be a question as to the appropriateness or function of a certain course within the wider framework of the curriculum. Questionnaires have mostly been helpful to instructors revising their courses from year to year.

The following chart gives some percentage evidence of response to the questionnaire's first section in which students are asked to rate their instructor on a scale from I to 5, with reference to various qualities of the instruction offered. On the whole, students were found to be insufficiently critical. This may have been due to the small, personalized atmosphere of the institution and the close, familiar relations existing between instructors and students. The student gets to know his faculty members in many out of class situations and discovers more facets of their individual personalities. This, in turn, may make the student's judgement on the instructor's class performance cloaked in more subjective forms.

RESPONSE TO COURSE EVALUATION QUESTIONNAIRE

	1 Poor	2 Fair	3 Average	4 Good	5 Excellent
Command of subject matter	0.4%	1.9%	3.9%	25.3%	68.3%
Ability to explain clearly	0.8	2.4	14.5	39.6	42.5
Preparation for lecture or presentation	0.3	1.5	10.5	30.0	57.4
Availability to students	0.4	2.3	18.5	37.9	40.7
Overall rating of instructor	0.7	2.7	9.2	36.2	50.9

Since the academic year 1972-73, travel programs have been evaluated. Upon return from academic travel, students are given an opportunity to express their evaluation of the preparatory meetings organized by the instructors, the trip oriented readings, the correlation of course material to the itinerary, the quality of the visits and meetings, and the effectiveness and availability of the instructor in his multiple role of guide, interpreter, and interviewer. In addition, students are asked questions relating to the travel paper, and the degree to which the travel experience enhances the classwork. Finally, specific suggestions are elicited from the students. These suggestions have frequently served to improve itineraries and scheduled meetings for future trips. The quality of various trips is often judged by the students in very uneven terms, and rightly so. Some trips do not entirely live up to the College's definition that they offer students the kind of academic and cultural insights they could not gain on their own. Here again, the travel program is, and must remain, subject to a constant search for updating and improvements, so that synchronization between on and off campus experiences may become more educationally meaningful every year.

A common point of criticism is the lack of sufficient preparatory meetings prior to departure. Faculty are expected to organize a minimum of three solid preparatory sessions in order to inform students of the various points of interest prominent in the itinerary, the cultural environment they are about to enter, and specifically to the various individual topics of travel papers for which the trip would be appropriate. Time pressure and student absenteeism at such meetings has mitigated against the full implementation of preparatory meetings and has resulted in some of the negative criticism on this point. The importance of on-campus preparation for academic travel is an area which must be more fully recognized and strengthened by faculty members leading trips in the future.

CHAPTER V

PHYSICAL PLANT AND FACILITIES

Perhaps the most significant event in the history of the College was the acquisition of a long-term lease on Villa Sassa, the new and larger campus in Lugano occupied by the College in the spring of 1974. The greater permanence and security of this lease, with reasonable current terms and the eventual possibility of a future purchase option, solved the College's most serious weakness: the lack of an assured campus for the long term. With the present campus now secure, the College has undertaken steps to provide a physical plant which not only meets the needs of the present enrollment and academic obligations, but which will also serve to accommodate future expansion. The campus is protected by the Federal Commission on Natural Beauties, and the owners themselves are interested in the College's long-range development.

THE CAMPUS

The Main Building

Villa Sassa has a total of 23 rooms which have been divided into two large classrooms each seating up to 25 people, a conference room seating 14 people, one language classroom, one ceramics studio, four faculty offices, four administrative offices, three secretarial offices, five bathrooms, two storage areas, and a sizeable open-air terrace. The main building is centrally heated throughout.

The Atlantic Room

A separate structure adjacent to the main villa has been made into a large lecture hall. It is equipped with a stereo sound system and a small piano for music classes. Linked to the main building and the gatehouse by a covered arcade, it accommodates up to 25 students.

The Resource Center

The new Resource Center, completed in September 1974, stands in the lower garden of the College campus. While providing a modern and efficient study center, the new building was designed to architecturally complement the old world charm of Villa Sassa and the surrounding park. The Resource Center provides space for the Library, the College book store, the Auditorium which seats 150 people, and is used as a classroom for all art history courses, a sound proof projection booth, a dark room, an entrance vestibule and cloak room, and rest room facilities.

The Art Studio

The main art studio, used for the teaching of all studio arts and foundation courses, with the exception of ceramics, is located in the gatehouse. The area was previously used as the greenhouse of the villa and is centrally heated and insulated for winter use. As described earlier, the ceramics studio is located in the main building; however, the kiln and glaze room occupies a separate area just off the art studio.

The Gatehouse

The gatehouse includes three rooms which were previously occupied by the caretaker and his family. Presently the area is not being used by the College; however, plans are set to remodel the area during the summer of 1975. The rooms will eventually be used to provide additional office space for faculty and student personnel.

The Student Lounge and Mail Room

A single structure, located to the left of the main entrance, has been renovated to provide a student lounge and mail room. Fully carpeted and heated, the building has been equipped with an enclosed mail room featuring key locked mail boxes of the type approved by the Swiss Federal Post Office System. The building affords ample space for casual recreation and is furnished comfortably and equipped with a "juke box", "pinball", and "table soccer" machines. Bulletin boards for College and student announcements are located in the area.

The Campus Restaurant

The traditional family "grotto" and wine cellar have been completely refurbished to create the campus restaurant. Located in the lower garden in the vicinity of the Resource Center, the "grotto" offers seating for up to forty students in three rooms. One room is equipped with kitchen appliances for the preparations of simple meals and snacks. The restaurant facilities are presently being operated by a local hotel. In addition to the two main sitting areas, one of which has a fireplace, a small back room is equipped with automatic hot and cold drink dispensers and a cigarette machine.

THE LIBRARY

Purpose

The library is responsible both for the acquisition, organization, and distribution of its own learning material, and for the acquisition of other instructional material such as textbooks and art slides for the College curriculum.

The purpose of the library is to support the following College activities:

1) To provide materials in support of the curriculum.
2) To provide materials in support of the College's academic travel program and the travel papers which each student must write.
3) To provide the College community with as many of the resources of a general library as possible, in that the College library is not augmented by other English language public libraries in the local community.

To meet these objectives, the library has been expanded to the present total of 10,000 volumes. A Library Committee, composed of faculty members and the Librarian, has been established to allocate acquisition funds and to guide the development of the library.

Physical Equipment

Founded in 1970, the Franklin College library is now in its fifth year of operation and in its third different location. During this period, the library has expanded from a mere two thousand volumes, inherited from the predecessor Fleming College, to the current 10,000 volumes. The annual expansion rate has therefore been running at around 1500 volumes provided by both purchase and donation.

The library is housed in the new Resource Center and consists of a large reading room, a stacks room, and the Librarian's office. The reading room contains seating space for 60 students, over one-third of the present student body. It also contains racks for the display of current periodicals. The stack room is equipped with a new set of metal shelves which can be expanded to hold up to 17,000 volumes. Listening posts are available where students can listen to records or cassette tapes, using the headphones provided. The Librarian's office contains a Reference section of around 170 volumes and the 200 titles generally on Reserve. The record and cassette collection of around 200 items is available from the Librarian's office. A collection of over 4,000 art history slides is housed in the Resource Center.

Resources

The library's collection has been purposely built to provide reference material corresponding to the major areas of academic interest in the curriculum. This has meant that the library has concentrated its resources in the field of European studies and has limited investment in other areas. The collection is strongest in the general areas of Literature, with nearly 3000 volumes, and History and Social Sciences, each containing over 1600 volumes. The Art Section, although at 1100 volumes not numerically as large, has received an equal monetary emphasis. The Philosophy and Religion Section numbers around 750 titles. Lastly, Science and

Technology contains about 350 titles.

In all areas, the emphasis in acquisitions has usually been on the European or international aspect of the subject, while donations from alumni and friends in the United States have often supplied an American insight. In addition, the need for materials related to the College's academic travel program has led to further emphasis on those particular countries to which the College has consistently travelled. Thus, there is more material on Italy, Germany, and France, than on the more distant and less frequented countries like Czechoslovakia, Hungary, and Tunisia. The library is, however, attempting to increase its resources concerning such countries.

It is anticipated that future funds will continue to be channeled towards travel related research as well as regular course needs. The library is still relatively small and needs to develop its holdings further in almost all subjects. This entails continuous building in areas where the library is strong, as well as the establishment of new sections to parallel the introduction of new courses. For example, this academic year, new collections have been started in the fields of Welsh literature, Eastern European Affairs, and Ceramics, while existing collections on Ancient Civilization and Art History have been upgraded. The library quite obviously needs to strengthen its holdings of the standard works found in any college library (such as those listed in the Choice Opening Day Collection).

Faculty quite often point out to the Librarian titles which they had assumed were in the library but which, in fact, had never been acquired. While these individual cases are usually remedied, all the gaps cannot be filled at once. It is not anticipated that there will be major purchases in the Sciences, Technology, Education or Law. Other areas such as Business Administration, Music, Drama, and Religion, will probably see only moderate growth. It is probable that major growth will come only in the Social Sciences, Literature, Languages and History.

The Reference section contains three sets of encyclopedias, several other multi-volume dictionaries including the complete Oxford English Dictionary, foreign language dictionaries, and biographical and literary reference volumes. There is a need to expand further this vital section of the library.

The library receives a total of eighty periodicals, including newspapers. Most of these publications are in the English language, divided between general interest/news magazines and scholarly journals, with the former predominating. Back issues of several of the news magazines extend to the early 1960's. Readers Guide to Periodical Literature is available for students who wish to use it to further their research. The Librarian is presently studying subscription to several other appropriate indexes. Major French, Italian, and German news journals are available.

Besides its academic function, the Franklin library must also serve as a public library to the College community. For this reason, a rather large collection of contemporary paperback novels is kept available.

Personnel and Services

The library is staffed by a full-time Librarian who is assisted by student workers and faculty volunteers. The present Librarian, although holding an M.A. instead of an M.L.S. degree, has had extensive experience for the last five and a half years. He was, in fact, trained as Assistant Librarian for a year and a half under two professional librarians at Fleming College. It is planned that the Librarian will take a leave of absence to obtain his Library Science Degree when the College's financial condition permits.

Student workers are employed in the library for about fifteen hours weekly, at meal times and in the evening. Clerical chores and manning the circulation desk are their regular tasks. Faculty members supervise the library in the evenings when they are on official campus duty.

Acquisitions are made most often upon recommendation of a faculty member. Previously, recommendations were approved by the Academic Dean or Librarian, but a Library Committee has now been set up to exercise general supervision over the library budget. This committee, composed of representatives of each academic department under the chairmanship of the Librarian, has the task of alloting the library budget to the five departments. For the 1974/75 academic year, it was decided to divide the budget for books into six equal parts, one for each department and one for the Librarian. It is the duty of each academic department to determine the priorities for purchases with its share of the budget. Apart from faculty recommendations, books are selected from catalogs of second-hand or new books and from book reviews in various periodicals, including Choice and Public Library Catalog.

Since there is only one full-time library staff member, all library services originate from the Librarian's office. Books are classified according to the Dewey Decimal classification system with Library of Congress headings in the card catalog. Library of Congress cards are ordered for the majority of new books acquired. Priority in processing is naturally given to Reserve books and books purchased to support current courses. Approximately 1200 titles are cataloged a year so that there is a small backlog of basically older, mostly donated books. Some of these will not find a permanent home in the library.

The Circulation desk is located in the Librarian's office. From here are distributed all Reference and Reserve materials as well as records, tapes, and magazines, for which circulation is limited to inside the library. Materials which can be checked out are signed for at this desk. The normal loan period is two weeks with renewal at the Librarian's discretion. Circulation records are not normally kept, but for this report a special count was taken based on dated signatures of non-Reserve, non-Reference books. In the year 1974, a total of 4,353 out of the library's 10,000 volumes were checked out. If Reserve and Reference books could have been included, the total would have been many times higher. The circulation figures were as follows: History made up 33% of books withdrawn, Art 22%, Literature 22%, Social Science 11%, Philosophy 4%, Religion 3%, other 5%. No daily attendance records are kept, but a reasonable estimate would be that around half of the student body uses the library daily or on weekends. Although there are no figures on which to base a comparison, observation has shown constant increase in the number of students using the library over the last two years, with an especially dramatic increase this academic year.

Inter-library loans can be arranged through the College Librarian. This is especially important since the local Swiss library has virtually no English language books. Through inter-library loan it is possible to obtain English and foreign language books from many Swiss libraries, including the United Nations and other international libraries in Geneva. There are also direct arrangements for loans with the libraries of the Institut d'Etudes du Dévelopment and the Institut Africain de Genéve, both in Geneva. These arrangements are especially helpful in enabling faculty members to examine books which might be too specialized for a junior college library to purchase.

An acquisitions list is circulated to faculty regularly to keep them informed of purchases in fields other than their own. Special subject bibliographies are compiled only occasionally given the multitude of other matters requiring the Librarian's attention.

The library is still small enough for a student to easily locate the materials he needs. The following charts are provided to give further indication of the composition of the Franklin College Library.

FRANKLIN COLLEGE LIBRARY

BOOK HOLDINGS AND CIRCULATION STATISTICS - JANUARY, 1975

Classifications	Number of different titles	Number of Volumes	Acquisitions in 1974	Circulation in 1974
General Works & Reference	190	418	8	No available statistics*
Philosophy	356	380	16	192
Religion	366	385	16	140
Social Sciences	1556	1637	201	487
Languages	461	477	10	39
Science	176	189	6	45
Technology	167	168	19	75
Art	1057	1124	74	966
Literature	2797	2868	120	961
History	1604	1724	184	1448
Unclassified	871	955	912	No available statistics
Totals	9601	10,325	1566	4353

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* This table does not include statistics on Reference & Reserve circulation nor on books used solely in the library.

FRANKLIN COLLEGE LIBRARY

SERIALS BY SUBJECT CLASSIFICATION - JANUARY, 1975

Subject Classification	No.	Percent of Total
General	20	24.5%
Indexes	1	1.2%
Newspapers	6	7.2%
Philsophy & Religion	3	3.6%
Psychology	-	-
History	3	3.6%
Economics	8	9.6%
Business	3	3.6%
Sociology & Anthropology	1	1.2%
Government & Political Science	18	21.7%
Education	1	1.2%
Music	3	3.6%
Art	9	10.8%
Literature & linguistics	4	4.8%
Science	-	-
Mathematics	-	-
Library Science	1	1.2%
Health	1	1.2%
Total	82	100%

Student Evaluation of Library

In connection with the use and development of the library, a survey was conducted among students during registration on January 30, 1975 and during the following days. The survey was limited to those students who were enrolled first semester, as new students would obviously not yet be acquainted with the library. About thirty students returned the questionnaires to the library, equalling one in four of those polled. The students were asked for which subjects they most often used the library's books. Most often used were: Arts (22 responses), History (18), Languages (13), Literature (13). Political Science (7), Economics (5), Religion (5), Sociology (4) and Philosophy (3). The high figures in Arts and Languages probably reflected greater use of Reserve and Reference books on these subjects. Otherwise, the students' responses were in agreement with the Librarian's observation and circulation statistics (see chart).

Asked about which areas the library should concentrate on in its development, over half the responses indicated an increase in the number of books especially related to research and travel topics. Specific responses were fairly evenly divided over a variety of areas: more Literature (5), History (3), Languages (5), Reference (3), Philosophy (2), Business Administration (2), Political Science (2). Journalism, Religion, Sociology, Economics, Science and Music, each got 1 response.

Concerning the use of the library, the following statistics were gathered. 18 students said they used the library daily, 10, two or three times a week, and two weekly. Reserve and Reference shelves were used daily by 9 students, weekly by 9, and only occasionally by the other 12 students.

Asked if they found adequate material in the library to fulfill their course requirements, including research papers, 3 students said they always found adequate material, 21 usually found adequate material, and 6 not often found it. All students said that assistance by the library staff was adequate, but several repeated the need for more materials. That need was indeed the main comment repeated when the students were asked for suggestions.

The library is presently open seventy-four hours per week. There was one request for longer hours; however, it has been observed that during the present evening and weekend hours, there are often few if any students availing themselves of the library.

CHAPTER VI

ORGANIZATION AND ADMINISTRATION

HISTORY

Franklin College was founded in 1969 by faculty members and administrators who sought to perpetuate the concept of international education, developed at Fleming College when that institution was closed by the existing Board of Trustees at the termination of the 1969-70 academic year. Franklin College was initially chartered and recognized as a non-profit educational foundation directly controlled by the Department of the Interior of the Federal Government of Switzerland in Berne. In 1970, the College was incorporated as a non-profit educational institution in the State of Delaware. In June, 1973, Franklin College received provisional authority from the Delaware Board of Education to grant the Associate in Arts Degree. Immediate contact was then initiated with the Middle States Commission of Higher Education.

BOARD OF TRUSTEES

Final institutional authority at Franklin College is vested in the Board of Trustees who are responsible for all financial operations of the College, the purchase of property, the appointment of administrative officers, the authorization of development and long-range planning, and for the management and control of the affairs of the Corporation. The Board of Trustees is composed of nine members presently serving one to three year terms. Upon the completion of these terms, all Board members will be elected for staggered three year terms. Members are eligible for re-election. The President of the College serves on the Board of Trustees in an ex-officio capacity. There is an annual meeting of the Board of Trustees which usually takes place in New York City. The Executive Committee of the Board meets regularly during the year. Additional information concerning the powers, duties, appointment, and replacement of members of the Board of Trustees can be found in the By-Laws which will be provided with this report.

THE FRANKLIN COLLEGE FOUNDATION

The Franklin College Foundation, Lugano, Switzerland, is vested with legal responsibilities for the operations of the College in Switzerland and is accountable to the Board of Trustees. The existence of the Foundation is a necessary part of the College's operations in Switzerland. It enables the College to function as a recognized Swiss foundation and exempts the College from the many restrictions normally placed upon foreign corporations operating in Switzerland. The Foundation is responsible for filing an annual Auditor's Report and an Annual Report on the College's activities with the Department of the Interior of the Federal Government of Switzerland in Berne. The Foundation is composed of seven members, the majority of whom are Swiss citizens according to federal regulations.

COLLEGE ADMINISTRATIVE ORGANIZATION

The President

The President is the chief administrative officer of the College through whom the Board of Trustees carries out its policies and programs. He is responsible for the operations of the College both to the Board of

Trustees and the College community which he serves. The President's primary obligations are to establish academic programs and practices and administrative policies and procedures in conjunction with the administrators, faculty and students, for recommendation to the Board of Trustees. He regularly submits reports to the Board of Trustees and executes Board policies and decisions. The President is further responsible for the implementation and supervision of all fund raising, which includes the Parent's Annual Giving Fund and the Franklin College Development Program.

The President regularly holds Administrative Meetings with the Administrative Dean, the Academic Dean, the Dean of Students, and other members of the College community, as the situation may require. In the future, this may be expanded to include a formal Administrative Council.

Administrative Dean

The Administrative Dean is responsible for financial management, budgeting, purchasing, accounting, auditing, maintenance, campus and residence operations, payroll, accident insurance, retirement and health programs, of all personnel. In addition, he recruits, selects, and supervises all supportive staff. He is the Chairman of the Committee on Budget and Priorities.

Academic Dean

The Academic Dean exercises general responsibility for the academic programs of the College, including Academic Travel and co-curricular activities. As Chairman of the Curriculum Committee, he has general responsibility for curriculum development and revision with the co-operation and aid of faculty and representatives on that Committee. He is responsible for the supervision of the Library, related print and non-print acquisitions, and the preparation and publication of the College's academic catalog. He supervises the major portion of the Student Activities Fund.

Dean of Students

The Dean of Students is responsible for general student counseling, extra-curricular, athletic and recreational activities, and for the overall emotional and social welfare of the students at the College. He is also responsible for the maintenance of cumulative student records and the promotion of their effective use by advisors and other faculty members.

Director of Admissions

The Director of Admissions is responsible for all operations of the Office of Admissions including the direction of recruiting activities, the processing and recording of all applications, the admission of students to the College, and the regular dissemination of print material.

College Counselor

The College Counselor provides guidance to all students wishing to transfer from Franklin College and is responsible for maintaining files of college and university catalogs, regular counseling hours, and files on students making applications to other institutions. He assists the President in maintaining contact with four year institutions and the Alumni secretary in keeping track of transferring students.

Librarian

The Librarian is responsible for the management of the Library and book store, the establishment of library policies, the supervision of library staff, and the supervision of all library acquisitions, within the limits of the allocation of the library budget as prescribed by the Academic Dean in conjunction with the Curriculum Committee.

Alumni Secretary

The Alumni Secretary supervises the operations of the Alumni Office. She is responsible for the regular publication of the Franklin Student Association Bulletin, keeping files and correspondence of Franklin College alumni and other friends previously associated with Fleming College and the American School postgraduate program, soliciting and collecting annual contributions to support the Student Association, the library, the building fund. She maintains communication with former students.

Standing Committees

The College has three major standing committees: The Committee on Curriculum, The Committee on Budget and Priorities, and the Committee on Standards. The faculty elects members of its own body to all standing committees. The Academic Dean is the Chairman of the elected Committee on Curriculum, the Administrative Dean is the Chairman of the elected Committee on Budget and Priorities, and the President is the Chairman of the Committee on Standards. He is also an ex-officio member of all standing committees.

Department Meetings

The five departments of Social Science, Civilization, Literature, Languages, Art and Music, convene regular meetings to discuss matters of importance within their respective fields. Each department has an elected representative on the Committee on Curriculum and thus has full representation in all matters pertaining to curriculum change or revision.

Faculty Meetings

Regular Faculty Meetings are scheduled throughout the academic year, normally on a weekly basis, to discuss and disseminate information concerning all matters of College life. Such meetings afford the administration and faculty frequent opportunity to discuss curriculum, admissions, fund raising, extra and co-curricular activities, library allocations, individual student problems, and any other matters of mutual concern or importance. All standing committees regularly report to the Faculty, which has the ability to recall both committee members and committee recommendations.

Student Committee

Since its opening in 1970, the College has functioned without an organized student government. This was in conformity with the desire of the students themselves who felt sufficient communication and feedback was available. Given the size of the College and the accessibility of administrators and faculty, students decided that a formal student government was unnecessary. During the fall of 1974, a group of students expressed interest in establishing a Student Committee. With the full support of the administration, the committee is now functioning with representatives from the various classes. The objective of the Student Committee is to provide for the planning and implementation of student activities, to administer funds allocated to it through the student activities fee, and to assist the administration and faculty by becoming a direct link to the student body.

COMMENTS AND CONCLUSIONS

Although the organizational structure is presently working to the institution's satisfaction, several comments can be made regarding future development.

Board Expansion

The Franklin College Board of Trustees is presently composed of nine members falling into the following categories:

AGE	20-30	1
	30-40	4
	40-50	3
	50-60	1
PROFESSION	Banker	2
	Business Executive	2
	Educator	3
	Foundation officer	1
	Alumna	1
GEOGRAPHIC LOCATION	East Coast	6
	Mid-West	1
	Europe	2

Although the distribution in the categories of age, profession, and geographic location is presently acceptable, the Board has already initiated plans to increase its membership. The maximum number of members of the Board of Trustees provided for in the By-Laws is (25) twenty-five. Given the broad geographic distribution of the student body, attention will be focused upon selecting new Board members from representative areas in the United States and abroad. The Board will also be concerned with finding new members capable of bringing financial support to the institution.

Of concern is the Board's geographic separation from the College. Although every Board member has visited the College on several occasions, it is expensive and difficult to schedule meetings of the Board of Trustees or the Executive Committee in Switzerland. For the same reason, regular visits between members of the Board and the administration, faculty, and students on the campus are impossible. The President and other administrators, through frequent written reports and actual visits to the United States, are responsible for keeping members of the Board of Trustees informed and aware of not only College operations, but also the mood and spirit which prevails on the campus. Slides, films, and tape recorded interviews with students and faculty will be used in an attempt to strengthen communications. Members of the Board will continue to be invited to alumni reunions and meetings with students and parents. Thus far, communication has worked well; however, thought must be given to increasing the number of Board members capable of regular visits to the campus.

Legal Organization

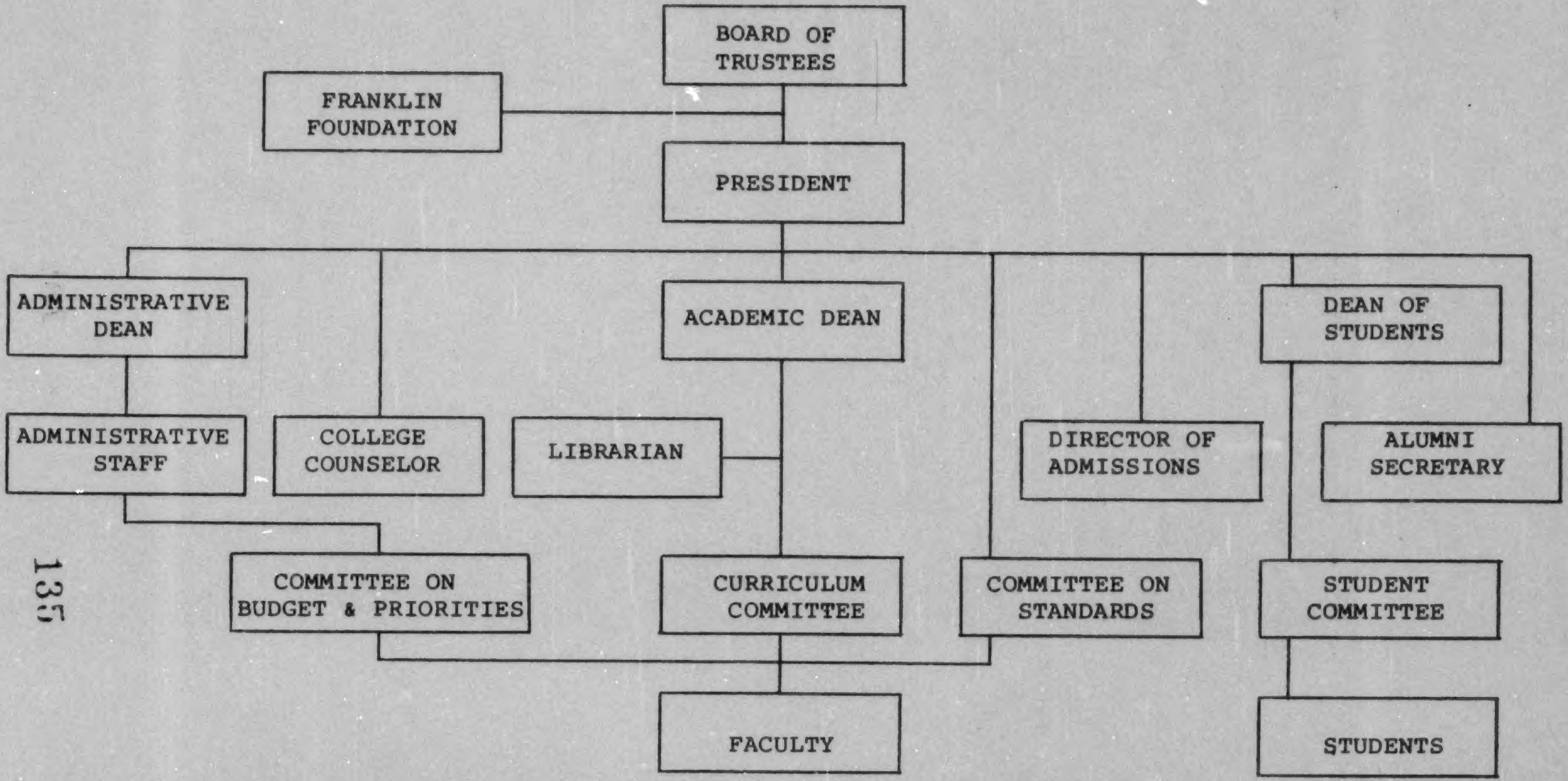
Presently, official clarification is being sought as to how the Swiss government views the legal relationship between the Franklin College Foundation and the United States Corporation. There is no doubt that the Board of Trustees controls Franklin College, nevertheless, the Board itself has requested the College's legal representative in Switzerland to get a reading on this question. Little difficulty, if any, is anticipated regarding this matter. It is mentioned only to draw attention to the unusual circumstances frequently presented when operating in a foreign country.

Conclusion

The self-study of organization and governance indicates that the College has attempted to provide a structure which is both in conformity with the time-tested practices of American institutions of higher learning and yet sensitive to the special needs of a foreign-based institution. The College has tried to establish lines of communication between the Board of Trustees, administration, faculty, and students, which will provide for the most effective realization of the stated Purposes and Objectives of the institution. The organizational inter-relationships described in the preceding chapter are shown in the following chart.

FRANKLIN COLLEGE

ORGANIZATION AND GOVERNANCE


BOARD OF TRUSTEES
FRANKLIN FOUNDATION
PRESIDENT
ADMINISTRATIVE DEAN
ACADEMIC DEAN
DEAN OF STUDENTS
ADMINISTRATIVE STAFF
COLLEGE COUNSELOR
LIBRARIAN
DIRECTOR OF ADMISSIONS
ALUMNI SECRETARY
COMMITTEE ON BUDGET & PRIORITIES
CURRICULUM COMMITTEE
COMMITTEE ON STANDARDS
STUDENT COMMITTEE
FACULTY
STUDENTS

CHAPTER VII

FINANCES

PRESENT OPERATIONS

Ultimate responsibility for the financial affairs of Franklin College is vested in the Board of Trustees which is empowered to direct the receipt and expenditure of all income. To meet its responsibilities in this area, the Board of Trustees elects a Treasurer whose principal function is to monitor the financial administration of the College and advise the Board either directly or through the President of the status of the College finances. Presently the elected Treasurer also serves as the Administrative Dean of the College, and, as such, is responsible for all matters concerning the financial and physical operation of the College, its administrative staff, and the campus.

Budget Preparation

The determination of the budget and related priorities is a vital function of the institution's operations and affects all parts of the College community. The President is charged with the responsibility of submitting an annual operating budget to the Board of Trustees. The Administrative Dean is normally appointed by the President to chair the Committee on Budget and Priorities. The committee is composed of the Administrative Dean and two faculty members elected by the faculty at large. The final determination of the annual operating budget and of general budgetary priorities thus involves a process of consultation between representatives of the faculty and administration.

Under normal circumstances, this process is initiated in early fall, at which time the Administrative Dean, in his capacity as Chairman, convenes the Committee on Budget and Priorities. The committee is charged to review the results of the previous accounting year and, based on an analysis of these outcomes, to prepare recommendations regarding the next accounting year. In so doing, the committee takes into consideration particular information or instructions received from the Board of Trustees, the President, or the faculty. Such information is likely to concern the areas of fund raising, major curriculum changes, admissions projections, and long range forecasts of exchange rates. Having assessed the previous year's results and considered current projections, the Committee on Budget and Priorities elaborates a budget recommendation on both expenditures and income. The budget recommendation is submitted to the President. Unless the President returns the budget to the committee for further consideration, it is then presented to the Board of Trustees via the Executive Committee.

Final authority for all budgetary matters is vested with the Board of Trustees. This process of consultation and the attendant formulation of a recommendation is normally completed in time for the fall meeting of the Board of Trustees, usually held in November in New York City.

Auditor's Report for the 1973-1974 Academic Year

For a general overview of the previous year's operation, Evaluation Team members will be provided with the translated and authenticated Auditor's Report for the 1973-74 academic year, complete with Profit and Loss Statement and Balance Sheet.

Statement on Degree of Indebtedness

Over the past four years, the College has essentially operated on income generated from tuition alone. Even after the construction of the new Resource Center, the College is not committed to any long term debts, other than those attendant to normal day-to-day operations. Short-term debt is accrued from time to time due to the important availability of a credit line granted by the College's bank in the amount of SFr. 250,000.00 ($100,000.00). This is in the form of an overdraft credit on the College's operating account. After paying for the Resource Center in full out of operating funds, the overdraft credit will be used to cover seasonal liquidity stresses. Inasmuch as the total annual campus rental plus the depreciation of the non-recuperable value of the Resource Center is SFr. 50,000.00 ($20,000.00), less than the campus rental paid during the previous year, such seasonal credit dependence will diminish with each operating year, even in the absence of any funds received through either the Annual Giving Fund, or the Development Program. The Franklin Development Program, in particular, is dedicated to the raising of funds for the full payment of the Resource Center.

OPERATIONS SINCE 1970

During the past five years, the College has been forced to operate under increasingly difficult conditions. The following analyses are submitted in identification of such adversities and as a base for the contemplation of future modes of operation.

Annual Tuition Fees and Expenses 1970 - 1976

The attached table shows that, beginning with the year 1973-1974, all tuition fees and expenses were quoted in Swiss Francs in the wake of a substantial loss in currency operations incurred after successive dollar devaluations. Dollar values indicated are thus approximate and are based on average values for the year. More importantly, the table reveals that income in Swiss Francs, the currency in which the College incurs almost all of its liabilities, has increased by a mere 11% over the past five years, while the dollar cost, over that same period, leaped to 191% of its 1970 level. The cost in Swiss Francs of the academic travel program was decreased by 7% to help minimize the 60% increase in the dollar cost of the program.

ANNUAL TUITION FEES AND EXPENSES 1970-1976

	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975	1975-1976*
Exchange rates	4.30	4.08	3.78	3.20	2.70	2.5
Tuition	$ 1,800.-- Fr 7,740.--	$ 1,800.-- Fr 7,344.--	$ 1,950.-- Fr 7,371.--	$ 2,344.-- Fr 7,500.--	$ 2,963.-- Fr 8,000.--	$ 3,440.-- Fr 8,600.--
Academic Travel	$ 500.-- Fr 2,150.--	$ 500.-- Fr 2,040.--	$ 550.-- Fr 2,079.--	$ 625.-- FR 2,000.--	$ 740.-- Fr 2,000.--	$ 800.-- Fr 2,000.--
Swiss Weekends	$ 50.-- Fr 215.--	$ 60.-- Fr 245.--				
Special Activities	$ 100.-- Fr 430.--	$ 100.-- Fr 408.--	$ 170.-- Fr 643.--	$ 156.-- Fr 500.--		
Accident Insurance	$ 55.-- Fr 237.--	$ 55.-- Fr 224.--	$ 70.-- Fr 265.--	$ 78.-- Fr 250.--	$ 93.-- Fr 250.--	$ 100.-- Fr 250.--
Text Books	$ 90.-- Fr 387.--	$ 90.-- Fr 367.--	$ 100.-- Fr 378.--			
Liability Deposit			$ 50.-- Fr 189.--	$ 63.-- Fr 200.--	$ 74.-- Fr 200.--	$ 80.-- Fr 200.--
Student Fee					$ 37.-- Sf 100.--	$ 40.-- Fr 100.--

* as per the recommendation by the Committee on Budger and Priorities

Comparison of Total Annual Expenses to Salaries and Personnel Costs

Even though the faculty was significantly enlarged and assets grew by a similarly fast pace, the relationship between salaries and annual expenses remained essentially stable:

	Annual Expenses	Salaries and Personnel Costs	%
1970-1971	SFr. 1,332.287.40	SFr. 449,922.55	33.77%
1971-1972	1,398.891.80	501.729.05	35.86%
1972-1973	1,963.622.60	652.403.75	33.22%
1973-1974	1,870.482.10	802.688.09	42.91%

Development of Personnel Programs

Since Franklin College intentionally operates with a large body of committed full-time faculty members, the development of Personnel programs as a means of offering a growing degree of job security was given high priority. Even before the College changed to a Swiss Franc quotation of its fees and expenses, it had offered remuneration in Swiss Francs to all full and part-time staff. This feature significantly contributed to job security but helped to aggravate the College's loss in currency operations of over SFr. 230,000.-- ($60,000.--) during the 1972-1973 academic year. The expansion of personnel programs and related insurance schemes beyond the statutory minimum in 1970 can be documented as follows:

	Salaries	Personnel Costs	%
1970-1971	SFr. 425,890.20	SFr. 24,032.35	5.64%
1971-1972	501,729.05	26,899.25	5.36%
1972-1973	593,216.55	59,187.20	9.97%
1973-1974	726,176.00	76,512.09	10.53%
1974-1975*	722,983.00	77,946.00	10.78%
1975-1976**			16%

* as budgeted
** as estimated

During the current academic year, the College has introduced a Pension Fund scheme as its final contribution to fostering a system of insurance guaranteeing as best as possible individual job security. In conformity with legal requirements, it is only partially operative at this time under an Anticipated Risk Coverage. It will be fully implemented on September 1st, 1975.

Development of Surplus

Each operating year for the past four years has shown a surplus.

	Surplus	of which from Annual Giving
1970-1971	SFr. 19,804.25	-
1971-1972	87,509.30	-
1972-1973	7,605.50	SFr. 45,441.15
1973-1974	84,047.20	88,260.--

Conclusion

Even though real income per student in Swiss Francs actually declined for the period under consideration, the College was able to enlarge its body of full-time professors and hence the number of classes taught. This was accomplished while maintaining a steady relationship between total annual expenses on the one hand and salaries with personnel costs on the other. Until 1974, the College was able to annually increase salaries sufficiently to keep up with the rise in the cost-of-living index in Switzerland. Furthermore, the College enlarged personnel programs for all of its dependents. Comparing this with a decrease in enrollment over the past two years, the College has increasingly been forced to rely on additional income generated through the

Annual Giving Fund. Accrued surpluses were plowed back into assets, particularly with the construction of the Resource Center, but also with expenditures for the library, totalling SFr. 107,324.40 during the period 1970-1974.

Future Projections

Based on an analysis of the results of previous operations, Franklin College reaffirms the necessity of self-supporting annual operating budgets with expenditure projections covered by income generated from tuition alone. This policy will be observed even in the face of a further decline in enrollments. As a consequence, salary increases will be covered by an increase in tuition, commensurate with the annual rise in the cost-of-living index in Switzerland.

Fixed and semi-fixed expenditures only account for approximately one third of the operating budget discounting all items budgeted at cost. The fact that approximately 66% of the total operating budget is claimed exclusively by salaries and personnel costs, represents the ground on which adaptations to further adversities must be made. As such, the College has relative flexibility in meeting, within at least one calendar year, cutback in enrollments, through the trimming of salary and commensurate personnel costs.

Regardless of its commitment to self-supporting budgets, the College has recognized the necessity to provide greater financial security for the future. Accordingly, the College has launched a three year Development Program with a total goal of $500,000.00.

The Franklin Development Program is directed toward providing funding for five major objectives: Construction costs for the Franklin College Resource Center; Renovation costs on Villa Sassa; Library Development; a Scholarship Fund, and a Faculty Salary Fund. Evaluation Team members will be provided with a special report concerning the Franklin Development Program.

Finally, the College is reasonably satisifed that the dollar is presently undervalued and that its five-year long decline will be arrested before long, almost certainly by the fall of 1976. Any subsequent rise in the value of the dollar against the Swiss Franc will translate into a decrease in the overall dollar cost of the Franklin experience. Such a reduction in the dollar cost should increase applications and provide for greater selectivity in admissions, resulting in an improvement in the general caliber of the student body and the quality of the academic program.

CHAPTER VIII

OUTCOMES

IN-PROGRAM EVALUATION

Since its inception, Franklin College has recognized the importance of a continuing evaluation of its academic programs, student services, and the other elements which compose the fibre of the institution. Such constant review assures the College of meeting its stated Purposes and Objectives, the transfer requirements of American institutions, and remaining responsive to individual student needs. In order to elicit feedback in the above areas from students during their actual attendance at the College, the following objective procedures are administered to assess institutional effectiveness.

Course and Travel Evaluation Questionnaires

As already discussed in Chapter IV, student course and travel evaluation questionnaires play an important part in the regular review and revision of the curriculum. Once during each academic year, all faculty members are evaluated by students in at least one class. The completed questionnaires are read by the individual faculty member concerned and by the Academic Dean. The questionnaires become part of each faculty member's permanent file. Likewise, Academic Travel questionnaires are distributed regularly and are frequently used to assess student responsiveness to this important aspect of the Franklin College curriculum. The Travel questionnaire becomes a part of the permanent file.

These travel and course evaluation questionnaires will be available to members of the Evaluation Team during their visit to the College.

During the first four semesters of the co-operative agreement, Claremont Men's College instituted the practice of submitting a questionnaire to all students participating in the Franklin College program. Claremont students were asked to comment upon their expectations and attitudes prior to their arrival in Switzerland and then upon the success or failure of all aspects of the program following their return to the Claremont campus. Because the largest proportion of the comments and reactions were uniformly and consistently strong, the Study Abroad Committee, under the urging of the CMC-Franklin Laison Officer, Dr. John Poynter, decided to forego further questionnaires until additional feedback seemed warranted. Using the Claremont Student Questionnaire responses as a guideline, a number of curriculum revisions were undertaken by the College to insure greater responsiveness to the needs of students participating in the co-operative agreement between Franklin College and Claremont Men's College.

In addition to the above method of program evaluation, undergraduate student achievement is directly measured through the regular compilation of grades, reflecting a student's academic performance in each of his classes. These grades are submitted by individual faculty members to the Academic Dean. Any student who is not meeting the minimum grade point average established by the College, is automatically called in for a conference with the Academic Dean who attempts to ascertain, in consultation with the student's faculty members, his individual progress thereafter in each class. Grades and grade point distributions play an important part in evaluating the short term effectiveness of the curriculum with regard to student participation in the academic program. Close surveillance by the Office of the Academic Dean ensures continued feedback on curriculum effectiveness for both short and long term revisions.

Student Questionnaires

Although specific questionnaires have been effective in stimulating student feedback and have frequently resulted in program revision, more general questionnaires are regularly administered covering all aspects of the institution. The most recent questionnaire of this type was drawn up by the Student Committee in conjunction with the College Administration. Regardless of the fact that only slightly more than 40% of the students responded to the questionnaire, the College has found that the questionnaire's findings are relevant with regard to institutional effectiveness in the various areas of inquiry. The questions and responses to that questionnaire are here appended:

1. Were your motives for applying to Franklin College influenced by its progress toward accreditation?

YES	NO
40%	60%

2. Are you satisfied with the curriculum at Franklin?

YES	NO
60%	40%

3. How do you feel about the courses in terms of:

	Poor	Average	Good	Excellent
a) material	4%	24%	55%	17%
b) work load	17%	24%	52%	7%
c) exams	9%	37%	52%	2%

4. How do you rate your instructors?

	Poor	Average	Good	Excellent
and their	2.5%	12.5%	47.5%	37.5%
availability	10%	15%	42%	33%

5. Do you feel that the day trips and academic travel programs are:

	YES	NO
a) important to the curriculum	100%	0%
b) successful	81%	19%

If not, how can they be improved?

6. Do you have suggestions for the improvement of the curriculum?

7. How useful did you find the orientation information given at the beginning of the semester?

Poor	Average	Good	Excellent
21%	37%	31.5%	10.5%

How can it be improved?

8. Do you find yourself able to fit into the local community outside Franklin?

YES	NO
72.5%	27.5%

Do you feel that Franklin could be of more help?

YES	NO
64%	36%

If so how?

9. Do you have sufficient command of a foreign language to help you communicate with the local community?

YES	NO
84%	16%

10. Would you like to see more school activities with local Swiss students?

YES	NO
92%	8%

11. What is your monthly allowance?

Under $200	15%	$200-300	49%
$300-400	24%	$400-500	12%
Over $500	0%		

12. How much per person per month do you spend on rent?

Under $50	0%	$50-100	44%
$100-200	47%	Over $200	9%

13. Do you live

		YES	NO
a) alone	16%		
b) with one or more	84%		
Is this the arrangement you prefer?		89%	11%

14. Would you consider living in a dormitory if it provided a substantial reduction in living costs?

YES	NO
36.5%	63.5%

15. Did you use the school apartment service?

YES	NO
67%	36%

How did you find it?

Not Helpful	Helpful	Very Helpful
12%	47%	41%

Why?

Most of the questions called for a response by simply asking for the appropriate box to be checked. Some of the questions required written answers. The response to these written questions were generally excellent, as well as being helpful to the institution. They are, however, too lengthy to include in this report.

According to the states purposes of Franklin College, the foregoing student questionnaire seems to indicate the instititiuon's success in four out of five areas. 85% of the students responding to the questionnaire rated their instructors "good to excellent", obviously confirming the second purpose of the Franklin College educational experience. With regard to purposes number three and four, 100% of the students found the two-week academic travel program and the co-curricular program important to the curriculum, 81% found them successful.

In response to the fifth stated purpose of Franklin College, which seeks to provide "A residence arrangement which encourages maximum exposure to the day-to-day realities of the local Swiss-Italian community", 72.5% of the students surveyed responded positively. 88% of those students found the student housing service "helpful to very helpful".

Although the College is working continuously to implement its stated purposes toward the achievement of its fixed objectives, immediate feedback, as witnessed in the above Student Questionnaire, tends to confirm the institution's short term success in this effort.

CONTINUING EVALUATION

Just as it is important to collect immediate feedback from students actively involved in the Franklin College programs, the process of collecting data from former students is critical in evaluating the outcomes of program effectiveness over the longer term. Although the College, with is small size and somewhat specialized program, boasts relatively few graduates during the last four years of operation, the success of the College's programs and the close relationships it has maintained with alumni tends to indicate a certain amount of satisfactory program effectiveness as measured in the area of outcomes. Because of the relative youth of the College's alumni body and the brief history of the institution itself, substantial factual feedback and definitive objective evaluations have been somewhat limited and difficult to assemble. Equally important, however, have been the institution's genuine attempts to gather information for future review, evaluation, and revision. The following areas indicate the College's serious efforts in this direction.

Transfer Record

The primary purpose of Franklin College is to provide: "A two year liberal arts program with offerings focused on the European and Mediterranean context. Leading towards an Associate in Arts degree, courses are designed to meet transfer and admissions requirements of U.S. colleges and universities". In an attempt to implement and satisfy this stated purpose, the College established, from the outset, close working relations with U.S. colleges and universities. Initially the President, at that time the Director of Admissions and Development, opened lines of communication with the various American institutions to which Franklin College students applied. Even before the College gained provisional degree granting authority from the Delaware Department of Education, many U.S. institutions granted full credit for work completed at Franklin College. Since that time, the College has transferred students to over 65 institutions, this in the absence of final regional accreditation. The present College Counselor has continued this effort towards more effective communication. A complete correspondence file is kept for every major U.S. institution to which a Franklin College student has applied. The following letter was sent out during the summer of 1973 in an attempt to elicit credit transfer information from the various U.S. institutions to which College students had been admitted:

> In order to complete our records and so that we may perform a more meaningful service in our college placement counselling, we ask that you advise us as to the manner in which you accepted our credits for the above-named student(s) who are or have been enrolled in your college.
>
> It may be helpful for you to know that as a result of a visitation made by the Evaluation Committee of the Department of Education of the State of Delaware, Franklin College has now been granted the status of Provisional Approval with the right to confer Associate in Arts degrees.
>
> Confirmation of this action is contained in the enclosed copy of a letter, dated June 21st, 1973, from the Delaware State Board of Education.
>
> We hope that the above noted letter will help to clarify the status of Franklin College. In the past, a number of individual arrangements regarding the full acceptance of our credits have been quite successful. A list of the institutions who have accepted our credits can be provided if you require it.
>
> Thank you for your assistance in this matter which will be valuable to us and in our counseling of students who have indicated an interest in your institution.

The degree to which the College has been a success in transferring its students to U.S. colleges and universities can be seen in the following transfer statistics. Although approximately 75% of all students have been officially listed as transferring since 1971, the total percentage would be higher if all former students responded to the frequent alumni mailings and questionnaires. It has been found that a large percentage of the students who withdraw or graduated from the College without completing transfer arrangements prior to their departure from Switzerland, actually continued their education at a later date. Judging from the number of alumni interviewed at reunions around the United States who have not been in written communication with the College, it would be safe to estimate that as many as 90% of all students graduating or withdrawing from Franklin College enter an institution of higher learning within two years of their departure. This fact also explains why the number and percentage of students in the classes of 1972, 1973 and 1974, whose future education is listed as unknown, is significantly higher than the class of 1971. No doubt these statistics will look considerably different in a few years' time.

Though there is no specific factual data to support this assumption, the following statistics indicate the College's success in the area of transfer.

Transfer Statistics

	1971		1972		1973		1974	
	No.	%	No.	%	No.	%	No.	%
Number of Students in the Class:	41	100%	56	100%	83	100%	120	100%
Students who Transferred:	34	82%	41	74%	53	64%	91	76%
A.A. Terminal Degree or Further Education Unknown:	7	18%	15	26%	30	36%	29	24%

Alumni Questionnaires

Through the Alumni Secretary, regular Student Association Bulletins are sent out regularly to all former students. These Bulletins serve the purpose of informing the alumni of the intellectual and extra-curricular activities at the College, as well as keeping them up-to-date on members of their own class. In addition, alumni reunions are held throughout the country in an attempt to retain strong ties with former students. As part of this follow-up study, a mailing is regularly sent to all graduates complete with a specific questionnaire. The purpose of the last official questionnaire, sent out in the Spring of 1973, was to ascertain the present academic status and future professional plans of recent graduates and other alumni. A part of this questionnaire also provided a section on which the former student was requested to give his permission for his present college or university to send his academic transcript to Franklin College. On the basis of these transcripts, further statistical information is provided for material presently being gathered to assess institutional effectiveness. In some cases, evidence of alumni performance at the transfer college has been difficult to obtain. While institutions are willing to confirm that an individual student was enrolled, they have become increasingly unco-operative in answering specific questions and and revealing student records. In many cases this is due to staffing shortages; however, it has retarded the College's effort to complete follow-up statistics on the academic performance of graduates at other institutions. In the last analysis, it will probably prove more effective to get the transcripts from the former students themselves. In general terms, the following response was obtained from the 1973 Alumni Questionnaire mentioned above:

Responses to Alumni Questionnaire - 1973

Total number of questionnaires returned: 67

Percentage of response: 44%

Number of students who indicated that they were attending or had attended College: 60

Number of students who indicated that they were presently doing the following:

Working: 15 Travelling: 10 Some other activity: 3

Number of students indicating their future plans in the following area:

Graduate School: 30 Work: 10 Other: 8

It should be noted that the majority of the students who indicated that they were working, travelling, or participating in some other activity, also indicated that they were planning to attend a specific college or university the following fall. Most of them had simply taken time off after leaving the Franklin College program. Also of interest is the fact that 50% of the students responding to the questionnaire indicated that they intended to go on to graduate school. This tends to indicate a stronger academic orientation by students at the College than is presently evidenced by students in other two-year colleges in the United States.

To further expand the follow-up effort in an attempt to provide additional and more complete information for assessing institutional effectiveness, the College will mail the following questionnaire to all alumni this summer:

Format for Alumni Questionnaire - 1975

QUESTIONS

Date______________________

GENERAL

____

Last name First Name Middle Name Nickname

Address (please check preferred mailing address)

Marital Status (please check)

☐ Single ☐ Married ☐ Divorced

Spouse's name_________________ Nickname_________________
(Maiden name if appropriate)

Spouse's Secondary School(s)__________________________

Spouse's College(s) and Degree(s)_______________________

Spouse's Occupation____________________________________
(Name of Firm) (Position)

Information about children:

Name	Birthdate(s)	Sex

Parents' Names (if living)____________________________

Parents' Address______________________________________
Street City State Zip

Father's Occupation:__________________________________
(Name of Firm) (Position)

Mother's Occupation:__________________________________
(Name of Firm) (Position)

Relatives who have attended or are attending Franklin.

Name	Relationship	Franklin Class

EDUCATION

Years during which you attended Franklin: From 19__ to 19__

Graduated: ☐ Yes ☐ No

If you did not complete your Associate in Arts Degree at Franklin, what was your reason for leaving?

____

Your higher education after Franklin. (please indicate graduate work with asterisks).

College or University	Degree	Dates Attended	Major

General academic average achieved after Franklin: ________

Academic honors in College: ______________________________

PROFESSIONAL

Name of firm with whom you now are associated:

____

Current position: ______________________________

Current employer's principal products and/or services:

____

Memberships in professional groups: ______________________________

Membership in honorary societies: ______________________________

Offices and/or memberships in school, college, Corporation or Foundation governing boards: ______________________________

____

Published books, articles, musical compositions, professional performances (music, drama, dance, etc) and/or displays of art work: ______________________________

____

YOUR EVALUATION OF FRANKLIN COLLEGE

On the basis of your own experience, please rate the following aspects of Franklin:

	Superior	Above Average	Average	Below Average	No Opinion
Quality of Faculty					
Quality of Administration					
Quality of Library					
Quality of Physical Plant					
Quality of Academic Program					
Quality of Social Life					
Quality of extra-curricular program					
Preparation for further college study					
Location					
Faculty-student relationship					
Academic Travel					
Emphasis on independent living					
Courses related to the European and Medit. context					

Does Franklin, as it is today, appeal to you as a College you would wnat your son or daughter to attend? ☐ Yes ☐ No

If a promising student or his or her parents asked you to recommend a European Study Program, would you name Franklin? ☐ Yes ☐ No

Reasons for your responses to the preceding two questions:

ALUMNI ACTIVITIES AND INVOLVEMENT

Please check areas of past and present involvement in Franklin alumni activities and indicate those areas in which you might be willing to serve.

	Past Involvement (w/dates)	Present Involvement	Might be willing to serve
Student Association Executive Council			
Regional Representative			
Area Alumni Meetings			
Admissions Assistance			
Capital Gift Program			

Has there been an alumni gathering in your area during the past three years?

☐ Yes ☐ No Did you attend? ☐ Yes ☐ No

If yes, what attracted you?______________________________

If no, what kept you away?______________________________

PUBLICATIONS

Do you read the Franklin Student Association Bulletin?

☐ Regularly ☐ Occasionally ☐ Rarely ☐ Never

Please indicate your reading habits in connection with the Bulletin:

	Always read	Occasionnaly read	Rarely read	Never read
Class notes				
Alumni activities				
News of the School				
President's messages				

What topics would you like to see given more coverage in the Bulletin?

____

Do you feel sufficiently informed about Franklin through the various College publications? ☐ Yes ☐ No

What do you believe should be Franklin's primary goal or goals during the next decade?

In the future, the College will continue the evaluation procedures listed above while implementing the following:

1) Attitudinal questionnaires will be administered to students before they begin the Franklin College Program and again during succeeding years after they leave. Questions covering all aspects of the College's international experience will be included.

2) Graduate school records and employer opinion questionnaires will be the next logical step in the complete evaluation process. Because of the youth of the alumni, they are presently being considered for future implementation.

Academic Follow-up

The Academic Dean, in conjunction with the Dean of Students and the College Counselor, is responsible for the compilation of comparative statistics relating the performance of each student in high school to his performance during his stay at Franklin College, and, eventually, to his performance once he enters another institution of higher learning. Ideally, graduate school performance would become a part of this survey. At present, statistical information is being gathered and is not yet available in sufficient quantity to allow for reliable or significant predictions concerning the success of the academic programs at the College. It is, however, important to note that most of the information on the following form has been prepared for each student who attended Franklin College during the last four years and is available in the Academic Dean's office

Format for the Academic Follow-up Study

Name ______________________ Year(s) Attended ______________

Program ______________

High School Data

Grade Average ______________ Class Rank ______________

College Board Scores V: ___ M: ___

Achievements ______________ ______________ ______________

Franklin College Record

Grade Point Average ________ Degree ______________

Dates of Attendance: Entered ______________________

Withdrew ______________________

Undergraduate Record

Transferred to ____________________

Grade Point Average ________ Degree ____________

Dates of Attendance: Entered ____________________

Withdrew ____________________

Did not continue education and is presently: __________

____

____

Graduate School Record

Graduate School ____________________

Grade Point Average _______ Degree ____________

Dates of Attendance: Entered ____________________

Withdrew ____________________

Professional Experience

Title: ______________ Firm: ____________________

Job Description: ____________________

____

____

Although information has been entered on the foregoing form for all students with regard to high school and Franklin College performance, relatively little statistical information pertaining to their undergraduate records at other institutions has been obtained. In the absence of actual data, written and oral feedback from alumni tends to indicate that the academic preparation they received at the College enabled them to successfully meet the requirements of other colleges and universities in the United States. Many credit their success to the independence and personal responsibility fostered during their experience living in Europe as members of the College community. Others attribute their strong preparation to the small classes and active personal interchange between professors and students at Franklin College. It is hoped that when sufficient data is compiled a factual survey will confirm what has been found to be the case in alumni letters and oral feedback from former students. Future objective evaluations of institutional effectiveness will aid in the continual process of curriculum and program revision.

ATTRITION

As a two-year college, Franklin has always been aware of the necessity of attracting students back for a second year at the College. Over a four-year period, the College has been able to retain 61.25% of its entering freshmen for a final year. Although this figure appears to be in conformity with comparative figures for two-year colleges in the United States (refer to American Council on Education, Office of Research, Higher Education and National Affairs, XXI, No. 6, February 11, 1972), the Administration, faculty and staff at Franklin College, continue to be concerned about the attrition rate, especially since the rate of returning students has worsened in the last two years. Both withdrawals of all classifications of students during the year and the retention of freshmen for a second year feature prominently in discussions during Faculty Meetings and Curriculum Committee meetings. A continuing effort is made to expand or revise academic and co-curricular programs in an attempt to respond to the needs of students in hopes of attracting more students back for a second year. Quite obviously, other factors are operative in the attrition problem and will be discussed shortly under this heading. By way of providing a basis for further discussion, the following data is submitted:

Attrition Data

	1971-72		1972-73		1973-74		1974-75	
	No. -	%	No. -	%	No. -	%	No. -	%
Students eligible to return from previous year who did not do so	6	18%	44	38%	59	52%	31	47%
Total year's Enrollment:	139		186		198		183	
Students who withdrew during the year or stayed for only one semester:	31	22%	25	13%	21	10%	22	12%
Mid-year graduates:	0		1		2		3	

As indicated in the above statistics, an average of 38.75% of all freshmen have not returned for a second year at the College, over a four-year period. Likewise, an average of 14.25% have withdrawn during the academic year or have only attended the College for one semester. Both figures are tolerable in light of the norms experienced at other two-year colleges. Given the special problems of a college based in Europe with 80% of its student population coming from the United States, it would not be realistic to expect to achieve the rate of retention and return of good four-year institutions in America. This notwithstanding, the College has committed itself to identifying obvious problems in an attempt to retard student attrition. The most obvious problems, and the attempts being made to rectify them are listed below:

1) The almost continual decline of the U.S. dollar against the Swiss Franc has made the cost of attending Franklin College progressively more expensive. This, in turn, has caused many parents to view an education in Switzerland as a luxury, to be taken advantage of on a one semester or one year basis at the most. Though the College's cost still compares favorably with some of the more expensive independent institutions in the United States, the College's location in Europe and the insecurity of having to deal with the strong Swiss currency has caused many parents to send their sons and daughters for only one year. Until the exchange rate improves, there is little that can be done to improve this situation.

2) Franklin College is strongly identified by its high school postgraduate program, sophomore and junior semester or year abroad program in the form of the Institute for European Studies, and by the affiliation with Claremont Men's College. This identification, and the participation of students committed only to a semester or single year, has caused many first year students to think along similar lines. The lack of full accreditation has somewhat aggravated the problem. Approximately 30% of the students who withdraw during the year fall into this category. The College Counselor, the Administration, and the faculty have made concerted efforts to convince students that their chance of admissions to four-year institutions is equally as good, if not better, after their sophomore year as

it is after their freshman year. In both counseling and in print material, an effort will be made to characterize the A.A. Degree program at Franklin College as a complete two-year experience.

3) As mentioned in the Chapter on Students and Student Life, culture shock and the problems of adjusting to a foreign community, linked to the responsibilities of independent housing, have been identified as the main reasons for student withdrawals during the year. More effective orientation, greater personal counseling, and increased residence supervision will be implemented in an attempt to retain students who might otherwise withdraw. The addition of a professionally trained counselor to the staff has top priority. Approximately 50% of all students who withdraw during the year do so because they cannot adjust to life in Europe, they are lonely or homesick, or they have personal problems with which the College is unable to deal.

4) The lack of selectivity in the Admissions process has been chiefly responsible for a limited number of students withdrawing because of their inability to meet the academic requirements of the institution. The percentage of such students has been relatively small. Most of them received more than adequate assistance from the Academic Dean and individual instructors. They withdrew primarily because of motivational factors, having expected the Franklin College curriculum to be less challenging. Until the application rate provides greater selectivity

in the admissions process, this problem will continue.

Given the present state of the World's economy, the weakness of the U.S. dollar, the declining college application rate, Franklin College will continue to place great emphasis upon the identification and solution of attrition problems.

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 30 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES